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ABSTRACT

The manual provides a guide to the pre-vocational curriculum for older adolescents and young adults with mental illness offered at Thresholds, a psychiatric rehabilitation center in Chicago. Noted is the common presence of additional handicaps in this population, such as poor reading ability. A psychoeducational clinical teaching approach is emphasized, addressing specific issues faced by persons with mental illness. Fourteen topics are covered, with objectives, an outline, correlated individual activities, activity sheets, and resource materials. Sample topics are as follows: understanding self-concept and how it affects job success; employability skills that have the greatest effect on starting and keeping a job; relating personal interests to career planning; setting career goals and making realistic job choices; learning how to get along with co-workers; job-seeking steps; the job interview; understanding the supervisor's job role and learning ways to interact appropriately; and the correct way to terminate a job. Contains 14 references. (DB)

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Enhancing Employability: A Curriculum To Prepare Psychiatrically Disabled Youth For Community Employment

Thresholds

Susan Olsen

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Enhancing Employability: A Curriculum to Prepare Psychiatrically Disabled Youth for Community Employment

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Enhancing Employability: A Curriculum to Prepare Psychiatrically Disabled Youth for Community Employment

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Introduction

"Enhancing Employability," the Thresholds Young Adult pre-vocational curriculum, has been designed with the unique needs of older adolescents with mental illness in mind. These young people, some of whom have multiple handicaps, require a specially adapted curriculum. In order for this curriculum to be successful, it must be combined with highly flexible instructional methods provided by empathetic, therapeutically oriented special educators. The class is team taught by a special educator and a clinical therapist.

The Psycho-Educational Teaching Approach and the Young Adult Enhancing Employability curriculum:

The pre-vocational curriculum content and applied teaching methods reflect an understanding of young adults with mental illness that acknowledges their unique disabilities. It recognizes that approximately 25 percent of the involved students read at the sixth grade level or below. The reasons for their reading difficulties include severe learning disabilities, and negative and interrupted early educational experiences. In addition, their mental illness inhibits their ability to focus their attention for long periods of time, makes them highly distractible, and causes them to have below age expectancy behavior that disrupts what are considered normal classroom routines. These students are at an age when vocational involvement is a part of normal, healthy development. Yet they must face the vocational expectations of finding and keeping a job while trying to maintain their mental health and accept their own, often severe, limitations. Their fears and frustrations are also part of the needs that must be met in the pre-vocational classroom.

The psychiatrically disabled young adults' fears are grounded in inadequately developed ego functions which are, perhaps, the most inhibiting limitation for successful vocational growth. Their illness has brought about feelings of frustration, rather than feelings of accomplishment. Their attitude is one of self-derision which, if allowed to continue in relation to vocational experiences, can create a pattern of quitting jobs and not working for long periods of time. They must gain self-understanding, learning their strengths and limitations. They must develop positive feelings of accomplishment, and master job seeking and job keeping methods if they are to join the world of work. The Enhancing Employability curriculum, combined with other vocational experiences at Thresholds, is the starting point for making future vocational successes.

Only "clinical teaching" can begin to help teach the young adults vocational skills that will carry them through a lifetime. This approach recognizes the interrelatedness of their diagnosis and teaching as a total process. The clinical aspect of the psycho-educational approach tailors the classroom experience to meet the unique needs of all participating students. The curriculum was prepared with this in mind. The topics covered specifically address issues faced by persons with mental illness and materials are written at a level that most students can read and adapt to easily. **Individualized, correlated activities** are offered for students who are poor readers and those who have more extreme disabilities. By applying a clinical approach, it is hoped that a positive learning experience will be reflected upon future vocational experiences.

Therapeutic Concerns for Young Adult Pre-Vocational Instruction:

The Enhancing Employability curriculum mixes didacticism with therapy to bridge the gap between academics and emotions. The table of contents outlines the specific material covered. But for the class to realize its purpose, it must do far more than achieve a series of academic goals.

The whole question of work, so fraught with doubt and anxiety for young adults afflicted with severe emotional problems, commands attention chiefly as a psychological issue. Pursuing a vocation becomes highly problematic for young men and women whose sense of themselves is filled with uncertainty and apprehension.

The comprehensive curriculum detailed in this volume is a structure that requires a foundation derived from an appreciation of the emotional issues inherent in work for young adults striving to form an identity amid a growing awareness of their emotional disturbances. Chief among these issues is the wish for health and the fear it stirs, a fear born of the profound upheaval that demands for competent functioning will occasion in one's self-image.

It is this sensitivity to the dynamic underpinnings of the initial steps in forming a vocational identity that enlarges the scope of the class and transforms an academic endeavor into a special and psychologically meaningful experience.

Topic 1: An Introduction to the Purposes of the Enhancing Employability Class

Objectives: The students will:

1. Become acquainted with the course leaders and other group members.
2. Complete the **Pre-Vocational Pre- and Post-Test.**
3. Gain an understanding of the importance of working.
4. Focus on their own work experiences and job-related problems.
5. Make a commitment to group participation. Understand the Young Adult Vocational program and its various parts.
6. Recognize that each student will be taught in a way that is appropriate to his or her capabilities.

Outline:

1. All participants (leaders **and** students) will sit in a circle.
2. Group leaders will introduce themselves to the students, explaining generally their roles within the agency and school.
3. In turn, each student will be asked to give his or her name and share a small piece of information about himself or herself with the group.
4. After the students and staff have introduced themselves, ask the students to complete the **Pre-Vocational Pre- and Post-Test.** Explain that this "pre-test" is not a real "test" as if they were in school, but rather a means by which the teachers can find out what they need to teach the students. Be sure the students understand that they will be asked to take the test at the end of the class so that the teachers can evaluate themselves and the course content. Reduce the students' test anxiety as much as possible by placing emphasis on course and teacher evaluation instead of student performance.
5. Utilize a flow chart and describe the various parts of the vocational agency's program, relating the students' current positions in the program to the chart.
6. Underscoring the importance of vocational experiences in our lives, ask each student to sign the "Enhancing Employability Contract" to demonstrate commitment to attendance, positive participation, and understanding individual job-related problems.
7. Give the students a "mind-set" about individualized teaching methods to meet the instructional needs of everyone in the class. Briefly describe how the classes may be structured in small groups, learning stations, etc.

Discuss how people learn through various modalities and function at different ability levels.

8. Continuing the emphasis on the importance of vocational experiences in our lives, have the students pair up and complete the "Past Work Experiences Interview Sheet." Each member of the pair will interview the other and record his or her partner's responses. Culminate the activity by asking the students, while sitting in the original circle, to introduce their partners to the group, telling about his or her past work experiences. (See Correlated-Individual Activity la.)

Correlated-Individual Activity la.

Objective: To allow participation for students who may be unable to read or write with enough ability to complete the "Past Job History Interview Sheet" as planned in session 1.

Explanation: Begin the activity by dividing the class into two groups, one high academic ability level and one low academic ability level. The determination of student placement in the groups should be made before the beginning of the session based on the Test of Adult Basic Education (TABE) achievement scores and other records.

The higher ability level group should proceed as described in the Topic 1 Outline: #1 - #7.

The lower ability group should be asked to sit in circle as the teacher leads a discussion based on the questions from the interview sheet. Ask the students to think about the questions as they read aloud.

After reading the questions, ask a student to share his/her past work experience, recording the response. Direct the conversation so that all questions from the sheet are covered. When complete, move on to the next student.

THE PRE-VOCATIONAL PRE- AND POST-TEST

____ 1. In order to be a successful worker, every person must make a/an_____to his or her job.

a. Compromise
b. Commitment
c. Application

____ 2. A job supervisor evaluates an employee on which of the following:

a. The employee's attitudes toward work
b. Work quality and performance
c. How well the employee gets along with other people
d. All of the above

____ 3. A person who takes "initiative" on the job

a. When working, takes more than the usual number of breaks.
b. Moves on to the next task when finished without being asked.
c. Collects his/her pay check every week.

____ 4. If you have a strong "self-concept," it

a. Means you have a good opinion of yourself.
b. Means that you think about yourself a lot.
c. Means you're self-centered.

____ 5. Our personal principles or standards, such as being honest or believing that families are important, are called

a Responsibilities.
b. Beliefs.
c. Values.

____ 6. A good worker accepts criticism without being

a. Thoughtful.
b. Defensive.
c. Sincere.

____ 7. "Employability skills" are

a. Skills that a business uses to hire people.
b. Skills, such as punctuality or accepting responsibility, that keep you on the job.
c. Skills that are often listed by employment agencies when new jobs become available.

____ 8. An "interest inventory"

a. Is a list of interests that everyone should have.
b. Is a test an employer gives a new worker on his first day of work.
c. Can tell you what types of things you enjoy and what jobs may be good for you.

____ 9. A person with the personality trait of being short-tempered

a. Would make a better gardener than a salesperson.
b. Would usually make a lot of friends on the job.
c. Probably shouldn't try to work.

____ 10. We call those feelings that interfere with our job performance

a. External obstacles.
b. Initial obstacles.
c. Internal obstacles.

____ 11. A "realistic" job is one that

a. A person is able to do successfully.
b. Is much too hard for a person to do.
c. A person can only be hired for if he or she has a college education.

____ 12. The **D.O.T.** or **Dictionary of Occupational Titles**

a. Gives the definitions of vocational words.
b. Is a good book to help you explore different kinds of jobs.
c. Is only available to employment agencies for hiring purposes.

____ 13. When young people are ready to look for a job, they should

a. Take time to review any past work experience they have had and prepare a résumé.
b. Be sure to read the **Dictionary of Occupational Titles**.
c. Interview friends and family members about their jobs.

____ 14. When two people are working as a team on a job and there is a disagreement

a. They should call their supervisor immediately.
b. Each should try to take the other's point-of-view to better understand the problem and discuss it quietly.

____ 15. When working, it is always good

a. To try and be close friends with your co-workers.
b. To socialize casually with other workers when on a work break.
c. To just walk away when another employee asks you a question about an assignment.

____ 16. The first thing you should do when you have a job interview is

a. Ask the rate of pay.
b. Shake hands with the interviewer and introduce yourself.
c. Sit quietly until you are asked a question.

____ 17. When a person has spent a few months in a psychiatric hospital he/she should

a. Leave it off his/her résumé, but mention it to the employer when on an interview.
b. Prepare his/her résumé or fill out his/her job application in a way which does not tell this information.
c. Be sure to list it on his/her résumé or application, giving the exact dates of the hospitalization.

____ 18. If you have an appointment for an interview

a. You should prepare for it by reviewing your past work experience and thinking about the answers you will give to the interviewer's questions.
b. You shouldn't be concerned about it at all; just be sure to be friendly.
c. Always call the employer right before you are leaving to tell him/her you are on your way.

____ 19. The best reference you can give an employer is

a. Your roommate or best friend.
b. Anyone you've ever worked for.
c. Your past boss who liked your work.

____ 20. Your boss is **not** expected to

a. Be friendly and concerned about your personal problems.
b. Evaluate your job performance.
c. Tell you how to do your job.

ANSWER KEY:

1. (B) 2. (D) 3. (B) 4. (A) 5. (C) 6. (B) 7. (B) 8. (C) 9. (A) 10. (C) 11. (A) 12. (B) 13. (A) 14. (B) 15. (B) 16. (B) 17. (B) 18. (A) 19. (C) 20. (A)

ENHANCING EMPLOYABILITY CONTRACT

I,_____, agree to attend all meetings of the pre-vocational group. If I cannot attend a session, I agree to call Rich Jones (teacher) at 880-2500, and let him know just as I would call in for a regular job.

I also agree to look at the problems that keep me from holding a job and to give others feedback on how they are doing in working on their job-related problems.

_____ _____

(Student's Signature) (Date)

_____ _____

(Witness) (Date)

NAME_____ INTERVIEWED BY _____

1. How many jobs have you had?

2. What was the longest period that you held a job?

3. What was your favorite job?

4. How long did you keep this job?

5. What did you like about this job?

6. Why did you leave this job?

7. What was your least favorite job?

8. What did you dislike about this job?

9. What types of difficulties do you run into when working?

Topic 2: Gaining insight into the Enhancing Employability curriculum and its relationship to the overall vocational program and employment.

Objectives: The students will:

1. Demonstrate an understanding of each of the five course study areas:
   - Self-concept and awareness;
   - Career awareness and exploration;
   - Vocational skills;
   - Social and interpersonal relationship skills;
   - Job seeking skills;

   Receive a score of 80 percent or better on a related work sheet.

2. Become familiar with **Thresholds Work Evaluation Form,** being able to categorize work behaviors into the four main areas of evaluation – work readiness, interpersonal relations, work attitudes, and work quality and performance – with 80 percent accuracy.

3. By comparing personal experiences, learn that the Enhancing Employability Course and all Thresholds work experiences are based on valid, real life work situations.

Outline:

1. Begin with a discussion that introduces the content of the Enhancing Employability class.

2. Give each student a copy of "An Introduction to the Enhancing Employability Class." Read the five short paragraphs out loud, or ask a student, whom you know to be a competent reader, to volunteer to read. Comment upon and question students about the meaning of what they have heard after each section and encourage them to supply personal examples to illustrate the study areas.

3. To evaluate their understanding of the five study areas, give each student a "Enhancing Employability Class Study Areas" worksheet to complete independently, explaining the letters to be used to identify examples ("S", for example, standing for the Self-concept and Awareness study area). Present each example paragraph by reading it aloud and then ask the students to identify the study area by selecting a "letter" from the information given at the top of their work sheet and writing it on the provided line.

Topic 2: **(Cont'd.)**

Outline: **(Cont'd.)**

4. Present the "Work Evaluation Form" to the class, giving each student a copy. Point out the different areas of evaluation on each sheet and question the students about the meaning of the significance of each and explain the number-rating system used on this form.

5. To review the specific areas of evaluation, give each student a copy of the information sheet, "Thresholds Work Evaluation Form: Definitions."

6. As different points are reviewed, ask the students to offer examples to illustrate the unclear or more difficult areas.

7. After a thorough discussion, have the students complete the "Work Evaluation Behaviors" worksheet independently. Upon completion, ask the students to share their answers with the class.

ENHANCING EMPLOYABILITY CLASS

During this class you will be introduced to five study areas that will help you learn about job skills and how you can become a successful, paid employee in the future. The following information will give you a brief description of these areas:

SELF-CONCEPT and SELF-AWARENESS

Self-concept is a person's knowledge and evaluation of himself or herself. Each of us views ourself in a certain way. This view may be either positive or negative (good or bad) and affects the way we think about the world we live in. It also affects the way we solve problems in school, in daily living situations and on the job. There are three questions we ask ourselves when we are trying to understand ourselves:

Who am I ?
What is possible for me ?
Where do I belong ?

These are the questions that you will try to answer in the Enhancing Employability Class while you are preparing for work and deciding what kind of work is best for you.

CAREER AWARENESS

There are many careers (jobs) that may be possible for you to do in the future. You will explore different types of work and learn what skills are needed to do the different jobs. You will match your personal interests, academic skills and vocational skills with different types of jobs.

VOCATIONAL SKILLS

Each job, such as an auto mechanic or a cashier, is made up of smaller tasks. In the Enhancing Employability Class you will have the chance to learn what skills are needed to do a job. This will help you learn what type of work is best for you.

SOCIAL SKILLS and INTERPERSONAL RELATIONSHIP SKILLS

Holding a job is dependent on more than just being able to do the job well. It also requires you to be a responsible person who is able to get along with your co-workers and your boss. It means having a good attitude and making a commitment to working. The Enhancing Employability Class will help you understand your own strengths and weaknesses in these areas and also will teach you how to face difficult situations that come up on the job.

JOB SEEKING SKILLS

This is one of the most important areas that you will learn about in the Enhancing Employability Class. You will learn how to search for a job, fill out applications and/or prepare résumés and present yourself well on an interview.

PRE-VOCATIONAL CLASS STUDY AREAS

Read the following paragraphs. Decide which of the five areas each paragraph represents:

S = Self-Concept/Awareness

C = Career Awareness

V = Vocational Skills

I = Social and Interpersonal Relationship Skills

J = Job Seeking Skills

Write S, C, V, I, or J on the line under each reading selection.

Tony needed a job to help pay for his rent. He didn't know where to start. Finally a friend told him to get the **Sunday Tribune** and read the employment want ads. He did this but wasn't sure where he should look since he hadn't had much work experience.

____

Bob's friend Terry called him to tell him about a job opening at the grocery store where he works. Terry thought Bob should apply for the job as a cashier. Bob never applied, telling his friend that he lived too far away. This was not true. Although Bob had graduated from high school he really felt like he wasn't smart enough to do the job.

____

Rosa is a very artistic person. She can draw and design well and likes to do work with her hands. She also enjoys photography. Because of her interests and talents, she decided to explore four types of jobs: commercial artist, camera shop sales person, interior decorator, and florist.

____

Vocation: **Hairdresser**

Task: **Hairstyling**

Steps:

1. Choose the best hairstyle on the basis of color, facial contour, and shape of head.
2. Speak to the client about your ideas and come to a decision about the way the hair will be styled.
3. Shape hair using scissors and comb, working from the nape of the neck toward the crown.
4. Divide hair with comb and clip while cutting.
5. Check cutting to make certain the hair is shaped correctly and evenly.
6. Brush loose hair off the client.
7. Clean work area before next client arrives.*

You work on a long bench putting together telephones with other employees. The phones are checked by an inspector and, if they are not done correctly, they are set aside to be done over. You and the two other people you work with have to work overtime when the phones must be corrected. You feel you are not making any errors. The other two workers are blaming each other and one of them tried to get you to put the blame on the other person. You feel uncomfortable, irritated, and unsure about how to react to your co-workers in this situation.

ANSWER KEY:

1. (J) 2. (S) 3. (C) 4. (V) 5. (I)

* Adapted from "Developing Vocational Instruction" by Robert F. Mager and Kenneth M. Beach, Jr., page 24.

THRESHOLDS WORK EVALUATION FORM: Definitions

I. Work Readiness

A. Attendance	– Coming to work when expected to.
B. Punctuality	– Being on time.
C. Personal Grooming	– Dressing neatly and in the right way for the job.
D. Control of inappropriate behaviors	– Being able to overcome personal problems when working.

II. Work Attitudes

A. Takes initiative	– When finished with a task, goes on to the next one. – Can tell what needs to be done and does it.
B. Accepts responsibility	– Willing to work.
C. Persistence with task	– Can work the full time. – Keeps at it.
D. Reasonable speed in task completion	– Works at a good speed.
E. Appropriate demeanor	– Acts as one should at work.
F. Flexibility and adaptability	– Able to make changes while working.
G. Willingness to accept disliked tasks	– Doing a good job even when one doesn't like a task.

III. Interpersonal Relations

A. Cooperation and rapport with co-workers	– Gets along with other workers.
B. Cooperation and rapport with supervisors	– Able to work well with the boss.
C. Willingness to help others voluntarily	– Helps others without being asked.
D. Ability to accept criticism	– Will listen when the boss says to do better.
E. Asks others for help appropriately	– Able to ask for help in the right way.

IV. Work Quality and Performance

A. Follows directions	– Does what should be done as told.
B. Quality of work	– The job is done well.
C. Quantity of work	– Amount of work done.
D. Efficiency and thoroughness	– Does work at a good speed and does it completely.
E. Ability to work without close supervision	– Does not need the boss to be there all the time.
F. Recognizes errors and corrects them.	– Sees what is wrong and fixes it.

20

WORK EVALUATION BEHAVIORS

Directions: Write the letter of each behavior listed at the bottom of the page under the correct evaluation area.

Work Quality and Performance	**Interpersonal Relations**
Work Attitudes	**Work Readiness**

A. Is on time.

B. Initiative; goes on to next task after task is finished.

C. Good attendance.

D. Controls inappropriate behavior, overcomes personal problems.

E. Accepts responsibility.

F. Willing to help others without being asked.

G. Personal grooming/appearance is right for the job.

H. Keeps working hard on task; has persistence.

I. Asks others for help in the right way.

J. Gets along with supervisors.

K. Able to make changes when working; flexible.

L. Listens when the boss says he/she must improve; accepts criticism.

M. Follows directions.

N. Works at a good speed.

O. Gets along with co-workers.

P. Work is done well.

Q. Recognizes errors and corrects them.

R. Acts as one should at work; has appropriate work demeanor.

S. Does at least the expected amount of work.

T. Works at a good speed — working efficiently and completely.

U. Can work without the boss around, without supervision.

V. Willing to accept disliked tasks; doing something even when he/she doesn't like it.

WORK EVALUATION BEHAVIORS
(Answer Key)

Directions: Write the letter of each behavior listed at the bottom of the page under the correct evaluation area.

Work Quality and Performance	**Interpersonal Relations**
M. Follows directions. N. Works at a good speed. P. Work is done well. Q. Recognizes errors and corrects them. S. Does at least the expected amount of work. T. Works at a good speed; working efficiently and completely. U. Can work without the boss around; without supervision.	F. Willing to help others without being asked. I. Asks others for help in the right way. J. Gets along with supervisors. L. Listens when the boss says he/she must improve; accepts criticism. O. Gets along with co-workers.
Work Attitudes	**Work Readiness**
B. Initiative; goes on to next task after task is finished. E. Accepts responsibility. H. Keeps working hard on task; has persistence. K. Able to make changes when working; flexible. R. Acts as one should at work; has appropriate work demeanor. V. Willing to accept disliked tasks; doing something even when he/she doesn't like it.	A. Is on time. C. Good attendance. D. Controls inappropriate behavior, overcomes personal problems. G. Personal grooming/appearance is right for the job.

Topic 3: Understanding self-concept and how it affects job success.

Objectives: The students will:

1. Demonstrate an understanding of the term "self-concept."
2. Be able to identify the various origins of an individual's self-concept.
3. Each student will increase understanding of his/her own self-concept and its origins.
4. Be able to relate self-concept issues to job performance.
5. Demonstrate an understanding of self-concept and its relationship to working by completing a self-concept activity worksheet with 80 percent accuracy.

Outline:

1. Present the filmstrip, "Self-Concept and Employment" (JSS Series).
2. After reviewing the filmstrip, initiate discussion through the following direct questions. Request that students give examples to demonstrate their points.

   Questions:

   - What is the meaning of self-concept?
   - What are other terms that we use to refer to "Self-Concept"? (self-esteem, self-worth)
   - How do we develop a strong or poor self-concept? Does it come from specific experiences?
   - What are the origins of our self-concepts? (The way parents relate to us, school experiences, mental illness)

3. After this discussion, ask the students to think about their own self-concepts and how they would evaluate themselves. List levels of self-concept on the board:

   5 – strong, you have a good opinion of yourself.
   4 – good, but not as strong as possible.
   3 – okay, but need to think more positively about yourself.

2 – slightly weak.
1 – being too negative about self; look for more strengths in your self.
0 – you are ignoring your positive strengths, and being very negative.

4. Have them make a mental note of how they would rate themselves and then ask them to complete "The Self-Concept Rating Sheet." Explain that the rating sheet will be scored and returned to them, giving them a self-concept rating to be compared to their earlier, informal evaluation.
5. Begin a discussion about the significance to working of having a strong self-concept. Give each student a copy of Does Your Self-Concept Really Have an Effect on Your Job Future? Read each paragraph aloud asking the students to circle one of the three responses to the question given after each paragraph.
6. After the questions have been answered, have the class discuss each example and the answers to the questions.

SELF-CONCEPT RATING SHEET *

	+ YES	− NO
1. I like the way I look.		
2. I don't like the way I look.		
3. I am lazy.		
4. I am satisfied with myself.		
5. I need to have more respect for myself.		
6. I accept criticism well.		
7. I have many friends.		
8. I have very few friends.		
9. I make friends easily.		
10. I like people.		
11. I prefer to be alone.		
12. I prefer to be the leader.		
13. I would rather follow others.		
14. I have a lot to be proud of.		
15. I feel useless at times.		
16. I don't have any special talents.		
17. I would rather listen than talk.		
18. I do things as well as most people.		
19. I am a good student.		
20. I take a positive attitude about myself.		
21. I sometimes feel like a failure.		
22. I would never volunteer to be a group leader.		
23. I feel like a worthwhile person.		
24. I get angry when people correct me.		

* The original source of this document is unknown. As a result, specific acknowledgement cannot be given.

SELF-CONCEPT RATING SHEET *

Answer Key	YES (+)	NO (−)	
1. I like the way I look.			+
2. I don't like the way I look.			-
3. I am lazy.			-
4. I am satisfied with myself.			+
5. I need to have more respect for myself.			-
6. I accept criticism well.			+
7. I have many friends.			+
8. I have very few friends.			-
9. I make friends easily.			+
10. I like people.			+
11. I prefer to be alone.			-
12. I prefer to be the leader.			+
13. I would rather follow others.			-
14. I have a lot to be proud of.			+
15. I feel useless at times.			-
16. I don't have any special talents.			-
17. I would rather listen than talk.			-
18. I do things as well as most people.			+
19. I am a good student.			+
20. I take a positive attitude about myself.			+
21. I sometimes feel like a failure.			-
22. I would never volunteer to be a group leader.			-
23. I feel like a worthwhile person.			+
24. I get angry when people correct me.			-

* The original source of this document is unknown. As a result, specific acknowledgement cannot be given.

SELF-CONCEPT RATING SHEET EVALUATION

Name: _____

Positive Self-Concept Score:

Number of positive responses _____

21–24	You have a strong self-concept and have a good opinion of yourself.
17–20	Your self-concept is good but you still have some areas of concern.
13–16	You are feeling okay about yourself; however, you need to think more positively about yourself.
9–12	Your self-concept is slightly weak. Look for more strengths in yourself.
5–8	You tend to have more negative thoughts about yourself than positive thoughts. Don't ignore your positive qualities.
0–4	You are not looking at your positive qualities enough. You have strengths. You need to learn to see them.

Does Your Self-Concept Really Have an Effect on Your Job Future?

Read each paragraph. Answer the question after each one by circling the correct answer, either a, b, or c.

1. Janet is a receptionist for a small company. She greets people as they come for appointments. She takes little care about her appearance and often wears dirty clothes. Her hair is often dirty and messy. After seeing a visitor who remarked about her sloppiness, Janet's boss told her she needed to improve her **personal hygiene habits.** He rated her "poor" on personal appearance for her first three-month evaluation, placing her on probation.

   What do you think is correct: a, b, or c ?

   a. Janet's appearance should not have been part of her evaluation.

   b. Because Janet greets people who come to the business, she should be well groomed. Her boss did the right thing.

   c. Janet's boss went against her rights to dress the way she wants.

2. Bob works in a garage as an assistant. He pumps gas and also does chores around the garage. He often has to have things pointed out to him that need to be done. If his boss doesn't tell him what to do, he just stands around. This is especially true if it's a task he has never done before. His boss called him into his office and told him he needed to take more **initiative.** He also asked him why he couldn't just start by himself. Bob said, "I'm afraid."

   What do you think is correct: a, b, or c ?

   a. Bob said he was "afraid" because he thought his boss would yell at him.

   b. Bob lacks confidence in himself; and because he is afraid he will make a mistake, he is unable to start new tasks.

   c. Bob shouldn't be worried about what his boss has said. He should just go on doing the best he can.

3. Steve works as a cashier for Marshall Fields, a large department store. He enjoys talking with the people who come into the store to shop and also with co-workers. He is friendly, outgoing, and is always helping someone out. He does all this voluntarily also. His boss promoted him to assistant manager and gave him a raise after his first six-month evaluation.

   What do you think is correct: a, b, c ?

   a. Steve probably has a good self-concept and likes to work around people.

   b. Steve does more than asked for by his boss because he just wants a raise. He really doesn't care much about the people.

   c. Steve's boss really didn't need to promote him.

4. Jim is sort of a loud mouth. He is always bragging about how well he cuts lumber at the yard where he works. He always manages to brag to everyone that he knows just about everything. As a result, when his supervisor gives him instructions at the beginning of the day, he hardly listens. Later he bothers one of his co-workers for the instructions. Because his information is secondhand, it's not quite right and his quality of work is not good. His supervisor rated him "poor" on both "ability to follow and retain directions" and "quality of work" on his evaluation.

   What do you think is correct: a, b, c ?

   a. The only reason Jim's work isn't of good quality is because he has poor listening skills.

   b. Jim's work is poor because his co-workers gave him the wrong directions.

   c. Jim brags because he needs to cover up his own bad feelings about himself. This is what is hurting his work performance.

ANSWER KEY:
1. (B) 2. (B) 3. (A) 4. (C)

Topic 4: Investigating personal values and their effects on life and career decisions.

Objectives: The students will:

1. Develop and learn a meaningful definition of values.
2. Relate life experiences to specific values and job choices.
3. Understand that personal values may not be met on the job, but during leisure time.
4. Be able to determine what values are the most significant in vocational and personal situation examples by completing the "Values and Job Decisions Worksheet" with 80 percent accuracy.

Outline:

1. Through questioning and discussion with the class, develop a definition of "values," write this definition on the chalkboard and then list specific values given by the students.
2. After completing the "values list," give several examples of life situations and ask what values relate to these examples.

   Example:

Situation:	A world without graft, lying, or cheating.
Value:	Honesty
Situation:	Success in your chosen area of work.
Value:	Recognition and/or security

   Other examples can be used from the **Life Experience and Values** worksheet.
3. Continue this discussion by giving each student a **Life Experience and Values** worksheet and ask them to give possible job choices for the listed experiences and values given on the sheet.

4. Again using the chalkboard, and after modeling an example, ask the students to make a list of their own personal values and interests of importance. Next to each, list possible jobs and education/skills they would need to do these jobs.

   Example:

Value/Interest	**Job**	**Education/skill**
Enjoyment of sports	Gym Teacher	B.A. Degree and athletic ability

5. After recording the students' own values and job choices, pursue a discussion about what obstacles they may come up against in reaching these job goals by asking such questions as:

   - Is it likely that you can find such an "ideal" job?
   - Will you have the money to go to school, or the grades?
   - Are you going to be able to acquire the level of training you need to do this next task?
   - In the case of "gym teacher," do you have enough ability to instruct others?
   - Do you work well under pressure?

6. As the students face the fact that they may not be able to reach goals, direct them to alternative ways to satisfy their own interests and values through leisure time activities. Help them to understand that vocational choices are affected by personal skills and also emotional limitations. Give specific examples; i.e., "Although you may not be able to be a gym teacher, you could volunteer your free time at a neighborhood center where you could teach basketball to students after school or in the evenings." or "Use your mechanical abilities at your job at the garage, if you can't be an engineer." Help the students understand that they can balance their personal and work lives to fulfill their interests, recognize their values, and also earn a living.

7. Give each student a **Values and Job Decisions** worksheet. Explain the directions carefully and read the list of values and each situation out loud as the students read them silently. Each student should then write his/her selected values in the blanks provided. After completion, have the students share their answers and give their reasons for selecting these values. For suggestions on completing this activity when students with low-reading abilities are present in the class, see "Correlated - Individualized Activity 4a."

Correlated – Individualized Activity 4a.

Objective: To allow participation for students who may be unable to read or write with enough ability to complete the **Values and Job Decisions** worksheet as planned in session 4.

Explanation: Work with low-reading level students in a separate group near the chalkboard. List the values to be used on the board, renaming values to simpler words (i.e., "being liked" instead of "approval"). Read each word out loud to the students, reviewing their meaning.

Instead of using the original worksheet, ask the students to number from 1 to 5 on a blank piece of paper. Read each situation out loud and have the students write down the two values, the most important and least important, for each example that is read. When they are finished, discuss their answers.

*LIFE EXPERIENCE	VALUES	POSSIBLE JOB CHOICE
1. A satisfying and fulfilling marriage	marriage	
2. Freedom to do what you want	personal freedom	
3. A chance to direct the destinies of a nation	power	
4. The love and admiration of friends	love, friendship, approval	
5. Travel and tickets to any cultural or athletic event as often as you wish	travel, pleasure, athletics, aesthetics	
6. Complete self-confidence with a positive outlook on life	emotional well-being	
7. A happy family relationship	family	
8. Recognition as the most attractive person in the world	appearance, approval	
9. A long life free from illness	health	
10. A complete library for your private use	knowledge, wisdom	
11. A satisfying religious faith	religion	
12. A month's vacation with nothing to do but enjoy yourself	pleasure	
13. Lifetime financial security	security	
14. A lovely home in a beautiful setting	recognition, security	
15. A world without prejudice	justice	
16. A chance to eliminate sickness and poverty	altruism	
17. International fame and popularity	recognition, approval	
18. An understanding of the meaning of life	wisdom, knowledge	
19. A world without graft, lying or cheating	honesty	
20. Freedom within your work setting	work freedom	
21. A really good love relationship	love	
22. Success in your chosen profession or vocation	recognition, security	

*The original source of this document is unknown. As a result, specific acknowledgement cannot be given.

VALUES AND JOB DECISIONS

Read each job situation. In the blank spaces, write in what each person in the situation values.

Pick your answers from this list of values:

Prestige	Responsibility
Family	Religion
Money	Immediate pleasure
Helping others	Independence
Honesty	Education
Security	Good health
Friendship	Knowledge
Justice	Love
Approval	Power

1. Levon worked at the factory for a year earning $5 an hour. He disliked his job because it was boring. He quit when he found a new job at the YMCA as a coach. His new salary is only $4.75 per hour, but he loves working with the disadvantaged kids that come to the "Y."

   Levon changed jobs because he values _____.

   He probably doesn't value_____ a great deal.

2. Elena never worked very hard in high school and always got average grades, although she could have done much better had she tried. She likes advertising very much and has a chance to begin working in an advertising agency as a secretary as soon as she graduates. She has made the decision to take this job even though her parents have said that they will pay all of the costs if she goes to college. Elena doesn't want to feel she has to stay in school.

   Elena values _____ more than _____.

3. Nancy has been working at a restaurant but quit her job recently because they told her she must change her hours and work on Sunday mornings. Nancy goes to church regularly and said that she would feel terrible if she could not attend church. She is now looking for a new job.

   Nancy values _____ much more than she values _____.

4. Juan came to America when he was 11 years old; he had a hard time learning English but kept trying and finally caught up in school. He was doing well by the time he got to high school and was going to study art at a large college. He became very depressed the summer after he graduated and went into the hospital for two months. When he came home, his parents wanted him to go on to college in September. Juan decided to join a mental health center instead, even though his parents were angry about his decision. He said he needed to work on personal issues for a while and would then think about school.

   Juan values _____ very much and places this value

   before _____.

5. Bob was offered a promotion at the park. He would have been in charge of a crew that worked Tuesdays through Saturdays and also would have received a good raise. Bob decided against taking the job because it would have meant that he would not have been able to stay with his two younger brothers while his parents worked.

   Bob values _____ much more than _____ .

VALUES AND JOB DECISIONS
Answer Key

1. Helping others/Money
2. Independence/Education
3. Religion/Money, Security
4. Good health/Education
5. Family/Prestige, Money

Topic 5: Becoming aware of the employability skills that have the greatest effect on starting and keeping a job.

Objectives: The students will:

1. Become aware of what behavior traits have an effect on successful job performance.
2. By completing the **Behavior Scale,** discover if their behavior traits are good, fair, or below average for getting along at work.
3. Through participation in group discussion about related work situations, review the work readiness, work attitudes and interpersonal relations sections of the vocational evaluation form.
4. Be able to offer during discussion, correct and reasonable solutions to on-the-job situations about employability skills with 80 percent accuracy.

Outline:

1. Before beginning the discussion, give students a copy of the **Thresholds Work Evaluation Form.** Ask them to name those areas of evaluation that they feel are significant for starting and keeping a job.
2. In particular, direct the discussion toward Sections I, II and III, asking them to state what they feel are the most important behavior traits for on-the-job success.
3. Have the students complete the **Behavior Scale,** scoring their scales based on the supplied information on the last page. (Point out that the eight traits evaluated on this scale are found on the evaluation form.)
4. If students who received a "low" trait (based on their responses to the scale questions) are willing to discuss their problem area, have them offer ideas on how they might improve in this difficult area.
5. Upon completion of the **Behavior Scale,** begin a discussion of **Work Behaviors That Will Keep You On The Job.** Place emphasis on the crew evaluation areas and specific topics, relating them to the Thresholds' evaluation form by pointing out their actual locations on the form. Read each paragraph orally to assure complete understanding and draw the students into the discussion by asking them to respond to the questions.

BEHAVIOR SCALE*

The behavior scale can help you see how well you get along with others. Score each trait. When you finish the scale, total your scores for all the traits. The total behavior scale score will give you an idea of how well you will be able to get along on your job. You will also see which of the traits you need to work on. Read each statement. If it is: True MOST OF THE TIME, circle (2); True SOME OF THE TIME, circle (1); NEVER true, circle (0).

UNDERSTANDING AND FOLLOWING DIRECTIONS	Most of the time	Some of the time	Never
1. I understand the crew leader's or my worker's directions.	2	1	0
2. I think it is easy to listen when I am given directions.	2	1	0
3. I ask questions when I do not understand directions.	2	1	0
4. I understand written directions.	2	1	0
5. In school or on the job, I read written directions before asking questions.	2	1	0
TOTAL SCORE for Understanding and Following Directions (Add numbers circled)			

COOPERATION	Most of the time	Some of the time	Never
6. I get along well with the people where I live.	2	1	0
7. It is easy to work with other members on projects.	2	1	0
8. I get along with others when playing games.	2	1	0
9. I help others when I can.	2	1	0
10. I get along with my supervisors.	2	1	0
TOTAL SCORE for Cooperation (Add numbers circled)			

*"Behavior Scale" adapted from the book, **Entering the World of Work**, activity 5-1. Author and publisher unknown.

DEPENDABILITY	Most of the time	Some of the time	Never
11. I am on time for work.	2	1	0
12. I do any paperwork that needs to be done.	2	1	0
13. If I cannot meet a person on time, I call to let the person know.	2	1	0
14. I work well without supervision.	2	1	0
15. I do my chores at home or at my apartment.	2	1	0

TOTAL SCORE for Dependability (Add numbers circled) ☐

INITIATIVE	Most of the time	Some of the time	Never
16. When I was in school, I finished my school work before it was due.	2	1	0
17. At home, I do more work than I am asked to do.	2	1	0
18. When I see something that needs to be done, I do it if I can.	2	1	0
19. I ask if I can do extra work at home or at Thresholds.	2	1	0
20. Among my friends, I decide what we should do.	2	1	0

TOTAL SCORE for Initiative (Add numbers circled) ☐

EAGERNESS TO LEARN	Most of the time	Some of the time	Never
21. Learning something new makes me feel good.	2	1	0
22. At my job, I like to learn new things.	2	1	0
23. I want to learn more about some hobby.	2	1	0
24. Learning how to work on a job is exciting.	2	1	0
25. After absences, I check in with my worker.	2	1	0

TOTAL SCORE for Eagerness To Learn (Add numbers circled) [ ]

LOYALTY	Most of the time	Some of the time	Never
26. When a friend tells me something and asks me not to tell others, I keep the secret.	2	1	0
27. When a friend is in trouble, I do what I can to help.	2	1	0
28. I do not gossip about other people.	2	1	0
29. I say good things about my worker to friends.	2	1	0
30. I say good things about Thresholds.	2	1	0

TOTAL SCORE for Loyalty (Add numbers circled) [ ]

HONESTY	Most of the time	Some of the time	Never
31. I tell the truth.	2	1	0
32. I know the difference between right and wrong, and I try to do what is right.	2	1	0
33. When I find something that someone lost, I return it if I can.	2	1	0
34. I do my own work on tests.	2	1	0
35. I only miss work or coming to Thresholds for a very good reason.	2	1	0

TOTAL SCORE for Honesty (Add numbers circled) [ ]

ABILITY TO ACCEPT CRITICISM	Most of the time	Some of the time	Never
36. When my friends say I should wear different clothes, I think about whether they are right.	2	1	0
37. When someone criticizes how I do something, I think about how I can improve.	2	1	0
38. When someone criticizes the way I do a task, I listen politely.	2	1	0
39. I learn from those who criticize my work.	2	1	0
40. I do not get upset when others criticize my work.	2	1	0

TOTAL SCORE for Ability To Accept Criticism (Add numbers circled) [ ]

TOTAL SCORE for all 8 Behavior Traits
(Add the totals for all traits)

If your total score for eight traits was:

60-80, You have **good** behavior traits. You will get along well on the job most of the time.

40-45, You have **fair** behavior traits. You need to improve in some areas.

Below 40, You have **poor** behavior traits. You need to improve in several areas in order to do well on the job.

If your total score for any one trait was:

8-10, Your behavior is **good.**

5-7, Your behavior is **fair.** You need to improve in this area.

Below 5, Your behavior is **poor.** You need much improvement in this area.

*"Behavior Scale" adapted from the book, Entering the World of Work, activity 5-1. Author and publisher unknown.

WORK BEHAVIORS THAT WILL KEEP YOU ON THE JOB

CREW EVALUATION AREA: WORK READINESS

Attendance

You have worked part-time at the factory for one month. Because of an upcoming teachers' strike, your parents said you would have to stay home and baby-sit for your seven year old brother since they must go to work. You know that even two days off the job may get you fired. What should you do?

Punctuality

You arrive late to work fairly often. Your boss criticizes you. What do you say?

Appropriate Personal Grooming

Your supervisor spoke to you yesterday about your hair. She said it wasn't neat enough and made a bad impression on the customers you wait on in the expensive dress shop. You were so surprised and hurt, that you raised your voice at her and said, "I don't care what you think! I do the best I can." How should you act the next time you see her?

Control of Inappropriate Behaviors

You have a habit of finishing a job, but neglecting to ask your supervisor what to do next. Instead, you stand near the wall, looking down at the floor and sometimes jumping when some other worker passes by. Your supervisor has noticed all of this and asks you for an explanation. What should you say?

CREW EVALUATION AREA: WORK ATTITUDES

Taking Initiative

You and a co-worker are responsible for packing and addressing boxes of equipment. When you finish, you always find the next job and get started. Your partner usually waits around and doesn't do much until you are halfway through. You're feeling resentful about doing all the work. Should you say anything to your co-worker or boss?

Accepting Responsibility and Adapting to Change

During break at the supermarket, your supervisor spoke to you. He said he was pleased about the way you were willing to drop the stock work you were doing and take over the cash register when it became too busy. You felt good about this, but noticed that your friend, a co-worker, gave you a disgusted look. Do you think you should respond to your friend's "look?" How?

Working at a Reasonable Speed

No matter how hard you try, you are not able to make the required number of parts per hour at your job. You find the small electrical pieces hard to handle and sometimes your hand shakes when you are soldering them together. Your boss has said you must improve your rate or eventually be fired. What should you do to solve this problem?

Willingness to Accept Difficult Tasks

You were pleased with your six-month evaluation, but afraid of the more difficult tasks your boss wants you to do in the future. He asked you to consider the new responsibilities and give him a response your next day at work as to whether or not you would you accept the duties. What will you say to him?

CREW EVALUATION AREA: INTERPERSONAL RELATIONS

Getting Along With Co-Workers

Your friend stops by your desk to talk everyday when you should be working. You want to work, but find it hard to tell him to leave. Your boss has now asked to speak to you concerning this. What will you say?

Getting Along With Your Supervisor

Your boss is always in a bad mood. Other workers have told you that he has some serious family problems right now. How should you act when he seems to be upset for no reason?

Ability to Accept Criticism

You have been hurrying through your kitchen cleaning chores at the restaurant because you don't want to miss the bus. Your boss has mentioned your "sloppiness" and said that you must improve. What is the best answer to give her under this type of circumstance?

Topic 6: Relating personal interests to career planning.

Objectives: The students will:

1. Understand that personal interests and related abilities may point to satisfying work experiences.
2. Learn that work related interest areas are subdivisions of more general career clusters.
3. Complete the IDEAS: Interest Determination, Exploration and Assessment System written by Charles B. Johansson. Copies of this may be purchased by contacting the National Computer Systems, P.O. Box 1416, Minneapolis, MN 55440.
4. By using the "IDEAS" interest profile, be able to identify their three highest interest areas.
5. List three possible jobs that might result in a positive work experience for each of their three highest interest areas.
6. Be able to discuss the positive or negative aspects of their selected jobs.

Outline:

1. Begin the session with a discussion about the significance of being interested in, or liking, your job.
2. Pursue this discussion through questions such as:
   - Why is it important to like your job?
   - How much of your life is spent working?
   - Do you have an interest which might be related to working?
   - If you could have a "dream job," what would it be?
3. Present the "IDEAS" inventory, carefully explaining its purpose and pointing out the profile which will be completed after taking the inventory.
4. Review the directions of the inventory with the students thoroughly and then allow the students to complete the inventory independently. Review Correlated-Individualized Activity 6a. for an alternate activity for academically low-functioning students.
5. When all students have completed the inventory, ask them to complete the scoring profiles and determine their three highest interest areas. Allow enough time for the students to read the brief descriptions of the fourteen interest areas given at the back of the inventory.
6. Give each student a copy of the **Interest Area Job List** and the **Your Interests and Work** activity sheet. Have them locate three specific jobs for each of their three highest interest areas found on the **Interest Area Job List** and record them on the activity sheet.
7. Ask the students to share their selections with the group, and explain why these jobs might be good choices for them.

Correlated Individualized Activity 6a.

Objective: To present the IDEAS: Interest Determination, Exploration and Assessment System to learning disabled and academically low-functioning students, enabling them to participate fully in the Topic 6 session.

Explanation: In order to help students who have reading problems, a cassette tape of the "IDEAS" inventory items should be produced. This tape should be played for any student who may have difficulty reading to assure the validity of his or her responses.

Once directions for taking the inventory have been given (see point 4), ask those students who need special assistance to use the earphones and cassette tape recorder. Be sure that their reading position on the inventory is matched to the auditory presentation on the tape. Allow them to read through the entire inventory while listening to the cassette. When they are finished, they may join in the class discussion and activities as planned in the outline.

If there are a large number of lower functioning students in the class, use the tape with the entire class. They may respond to each item as they listen to the taped version of the inventory. This method may also be used if it is felt that the lower-functioning student is going to be embarrassed by being singled out.

NAME:_____

DATE: _____

YOUR INTERESTS AND WORK

I. Complete the "IDEAS" interest inventory and fill out the profile graph on Page 8.

Based on your results, first list your first, second, and third highest job area scores. Next, turn to pages 10 and 11 of your "IDEAS" booklet and find two or three jobs under the job areas you listed. Writes these job titles in the space provided.

JOB AREA:

1st _____

Possible job: 1. _____

Possible job: 2. _____

Possible job 3. _____

2nd _____

Possible job: 1. _____

Possible job: 2. _____

Possible job 3. _____

3rd _____

Possible job: 1. _____

Possible job: 2. _____

Possible job 3. _____

INTEREST AREA JOB LIST

Occupational Examples

Social Jobs
Social Service

Anthropologist
Caseworker
Clergy
Counselor, camp
Counselor, guidance
Educational therapist
Fire fighter
Homemaker
Police officer
Political scientist
Psychologist
Recreational leader
School teacher
Social worker
Sociologist
State-highway patrol officer
Vocational-rehabilitation counselor
Nursing home aide
Activity worker
Doorman
Companion for ill or elderly

Social Jobs
Medical Service

Chiropractor
Dentist
Dental assistant
Dental hygienist
Emergency medical technician
Medical service technician
Medical laboratory assistant
Nurse's aide
Nurse, licensed practical
Nurse, midwife
Occupational therapist
Optician, dispensing
Optometrist
Orderly
Pharmacist
Physical therapist
Physician
Speech pathologist
Surgical technician
Veterinarian
Live-in housekeeper

Social Jobs
Child Care

Child care attendant
Child monitor
Children's tutor
Foster parent
Nursery school attendant
Pediatrician
Psychologist, developmental
Teacher's aide
Teacher, elementary school
Teacher, handicapped
Teacher, kindergarten
Teacher, pre-school
Mother's helper
Nurse's aide
Hospital nursery worker
Playground attendant
School crossing guard

Enterprising Jobs
Business

Accountant
Business manager
Buyer
Economist
Lawyer
Manager, city
Manager, credit and collection
Manager, lodging facilities
Manager, personnel
Manager, retail store
Market research analyst
Public relations representative
Purchasing agent
Urban planner

Enterprising Jobs
Sales

Auctioneer
Customer service clerk
Demonstrator
Field representative
Fund raiser
Manager, sales
Manufacturers' representative
Pawnbroker
Sales agent, insurance
Sales agent, real estate
Sales agent, securities
Sales clerk
Sales occupations
Salesperson, automobile
Travel agent

INTEREST AREA JOB LIST (continued)

Occupational Examples

Realistic Jobs
Mechanical/Fixing

Automobile body repair
Automobile mechanic
Cabinet maker
Carpenter
Drafter
Electrician
Electronics mechanic
Factory worker
Floor polisher
Instrument repairer
Painter
Pipe fitter
Plasterer
Plumber
Roofer
Sheet metal worker
Shoe repairer
Tool and die maker
Building maintenance worker
Janitor
Printing plant worker

Realistic Jobs
Nature/Outdoors

Farmer
Fish and game warden
Forester
Horticulturist
Landscape gardener
Lawn Service worker
Livestock worker
Park ranger
Wildlife control agent
Animal caretaker
House painter
Security guard
Fruit picker
Window washer
Car washer
Groundsman
Yard worker

Realistic Jobs
Electronics

Appliance repairer
Automatic equipment technician
Electrical control assembler
Electrical engineer
Electrician
Electronics technician
Electrical technician
Electronics tester
Technical testing engineer
Television-radio repairer
Engineering aide
Factory worker

INTEREST AREA JOB LIST (continued)

Occupational Examples

Investigative Jobs
Science

Aeronautical engineer
Astronomer
Biologist
Biochemist
Botonist
Chemist
Dietician
Electronics technician
Geologist
Laboratory tester
Meteorologist
Pharmacist
Physician
Pilot-control operator
Science teacher
Zoologist
Zoo worker

Investigative Jobs
Numbers

Accountant
Actuary
Audit clerk
Bookkeeper
Cashier/teller
Financial analyst
Information scientist
Mathematical technician
Mathematician
Mathematics teacher
Physicist
Programmer
Statistician
System analyst
Systems engineer, computer

Artistic Jobs
Writing

Announcer
Archivist
Columnist/commentator
Copywriter
Critic
Editor
Editorial assistant
English teacher
Historian
Playwright
Poet
Reporter
Screen writer
Writer, prose/fiction
Writer, technical publications

Artistic Jobs
Arts/Crafts

Actor/Actress
Architect
Commercial artist
Cartoonist
Clothes designer
Floral designer
Illustrator
Interior designer
Landscape architect
Librarian
Manager, stage
Museum technician
Musician
Painter
Photographer

INTEREST AREA JOB LIST (continued)

Occupational Examples

Conventional Jobs
Office Practices

Accounting clerk
Bookkeeper
Cashier
Computer operator
File clerk
Keypunch operator
Medical records clerk
Payroll clerk
Post-office clerk
Receptionist
Reservations agent
Secretary
Shipping-receiving clerk
Shorthand reporter
Stenographer
Stock clerk
Tabulating machine operator
Telephone/telegraph operator
Typist
Photocopy machine operator
Telephone operator
Supply clerk
Mail handler
Warehouse worker
Mail clerk

Conventional Jobs
Food Service

Baker
Baker's helper
Chef
Cook
Counter attendant, cafeteria
Dietitian
Dining room attendant
Food assembler
Home economist
Kitchen helper
Manager, food service
Manager, industrial cafeteria
Meat cutter
Waiter/waitress
Food handler
Candy wrapper
Egg collector
Frozen food plant worker
Grocery produce worker

The **Interest Area Job List** was compiled from the following sources:

1. Ideas: Interest Determination, Exploration and Assessment System.
2. U.S. Civil Service Commission Report, 1969.
3. Preparing for Work by the President's Committee on Employment of the handicapped.

Topic 7: Setting career goals and making realistic job choices.

Objectives: The students will:

1. Understand the meaning of a "job goal."
2. Be able to state at least one personal long-range and related short-term job goal.
3. Become aware that internal and external obstacles can affect their own job goals and vocational choices.
4. Successfully identify personal internal and external obstacles that have affected their own job goals and vocational choices.
5. Identify, with 80 percent accuracy, when reviewing a case study, the best choice and the specific obstacles (internal and external) involved in the vocational situation.

Outline:

1. Through discussion, have the class develop a definition of Job Goal, a well-suited vocational aim or purpose which one wishes to reach in the future, and write this on the chalkboard. Include an example:

   "To become a secretary, starting at an entry level position by September."

   In addition, introduce the term "short-term objectives" as "steps" to reach the job goal. Again, offer examples:

   Goal: To become a secretary.
   To finish high school.
   To attend a business training school after graduation.

   Short-term Objectives:
   To work part-time in an office while attending school.

2. Ask students to offer examples of personal job goals and short-term objectives based on the job choices identified on their "IDEAS" interest inventory.
3. Give each student a copy of **Matching Job Goals with Job Choices**. Present it as a "vocational time-line" of experiences. Review the goals and objectives, various steps in the person's life, and the last step which is an impending "vocational choice."

4. As the time-line is discussed, introduce questions that focus upon the issue of a psychiatric hospitalization. Some examples might be:

   A. Is there anything in this person's job history that might have contributed to his or her hospitalization?

   B. Should this person avoid stressful situations in the future?

   C. Which vocational choice (1 or 2) will be less stressful?

If possible, have students offer personal experiences. One student might outline his own experiences. One student might outline her own vocational steps on the chalkboard.

   D. Continuing with the worksheet example, ask the students to identify what obstacles the individual faces in reaching his/her goal of becoming a pastry chef. Define **Internal Obstacles** as personal problems, such as stress, fear of failure, and behavioral difficulties, which impede vocational progress. Likewise, define **External Obstacles** as personal problems, such as lack of money, family pressure, or physical handicap.

   E. After a thorough discussion, ask each student to complete the **Vocational Case Study** worksheet. After they have filled in their answers, discuss them as a group. (See Correlated-Individualized Activity 7a. for additional instructional methods for this activity.)

Correlated – Individualized Activity 7a.

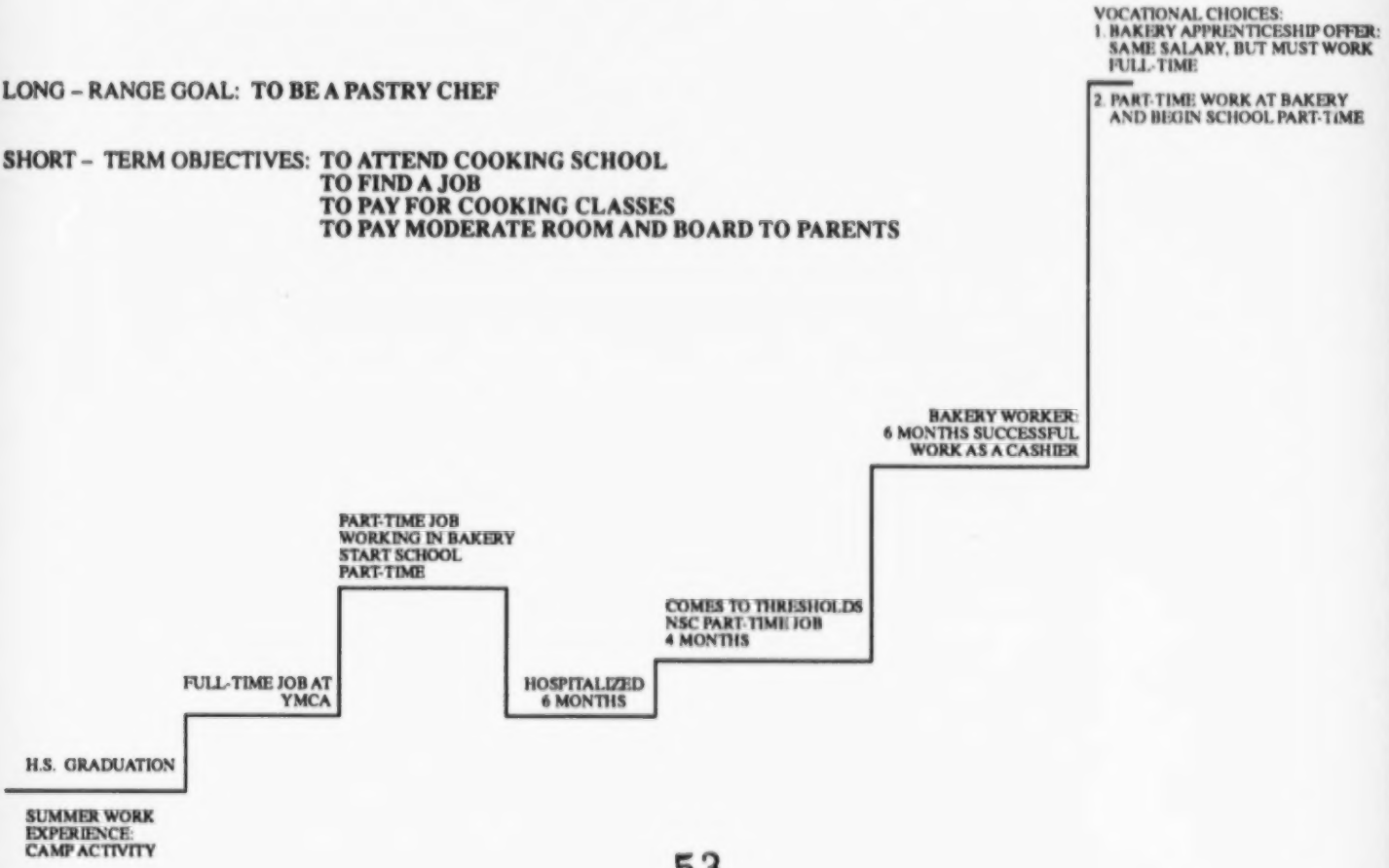
Objective: To assist lower-functioning students to complete the **Vocational Case Study**.

Explanation: Because the case study activity requires nearly a full page of silent reading, it is important to assist poor readers in its completion. The **Vocational Case Study** should be put on tape for or be read to a small group of students, or in some cases for an individual student. They may listen to the tape as they read. It may be necessary to stop the tape at appropriate points to establish the students' levels of understanding. Once they have read and understood the material, have them answer the questions independently. They may then rejoin the entire class for a discussion of the case study.

MATCHING JOB GOALS WITH JOB CHOICES

LONG – RANGE GOAL: TO BE A PASTRY CHEF

SHORT – TERM OBJECTIVES: TO ATTEND COOKING SCHOOL
TO FIND A JOB
TO PAY FOR COOKING CLASSES
TO PAY MODERATE ROOM AND BOARD TO PARENTS


VOCATIONAL CHOICES:
1. BAKERY APPRENTICESHIP OFFER: SAME SALARY, BUT MUST WORK FULL-TIME
2. PART-TIME WORK AT BAKERY AND BEGIN SCHOOL PART-TIME
BAKERY WORKER: 6 MONTHS SUCCESSFUL WORK AS A CASHIER
COMES TO THRESHOLDS NSC PART-TIME JOB 4 MONTHS
HOSPITALIZED 6 MONTHS
PART-TIME JOB WORKING IN BAKERY START SCHOOL PART-TIME
FULL-TIME JOB AT YMCA
H.S. GRADUATION
SUMMER WORK EXPERIENCE: CAMP ACTIVITY

VOCATIONAL CASE STUDY

NAME: John Q. Jobsearcher

AGE: 20

FAMILY SITUATION: Lives at home with his divorced mother and two sisters who are teenagers. Mother is employed as a dental assistant. Her salary is not quite enough for their expenses. Mother requires room and board payments from John every month. There is no extra money for helping John pay for school.

EDUCATION: Three years of high school. Did not graduate; grades were low to average. Took some mechanic courses in high school.

PERSONAL INTERESTS: Plays guitar and loves music. Enjoys cars and fixing them. Reads stereo magazines.

JOB HISTORY:

1. During high school, worked doing chores. Did well on the job.

2. After school, continued at the garage full-time and increased his responsibilities to waiting on customers, pumping gas, and assisting certified mechanics on truck repair. John was fired for continuously arguing with co-workers and becoming impatient and even angry with customers.

3. Began part-time work for his uncle who owns a house-painting business. He disliked the work a lot, but did it because his mother wished him to and he needed the money.

4. Found part-time work while still working with his uncle as a stock person for a large stereo distribution firm. He has worked 1½ years successfully taking inventory in the large warehouse and filling out reports that are used by store managers. Recently, he has been offered a full-time job. He also would get a raise if he agrees to work full-time.

CURRENT SITUATION: Mother is pressuring John to become involved with his uncle's business on a full-time basis, hoping he will become a partner in the future. John wants to please his mother and also is close to his uncle. He feels upset and conflicted because he believes that family relationships are very important. Although John is more interested in auto repair, he knows he finds it hard to work around a lot of people in a busy place. He is confused about his possible job choices. He could work at the stereo company on a full-time basis, go in with his uncle who has a lot of business, or go to an auto repair vocational school part-time, while working full-time to pay for it.

VOCATIONAL CASE STUDY

1. John's job choices are affected by the following obstacles:

Internal Obstacles	External Obstacles
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

2. The best job choice for John is to . . .

_____

_____

_____

_____

VOCATIONAL CASE STUDY

Answer Key

1. John's job choices are affected by the following obstacles:

Internal Obstacles	External Obstacles
A. Difficulty getting along with people – has a bad temper.	A. Did not graduate from high school.
B. Is torn between mother's wishes/family obligations and wanting to do other work that he likes better and knows is better for him.	B. Lack of money for further training.

2. The best job choice for John is to . . .

work at the stereo company full-time.

Topic 8: Exploring different areas of work and specific job roles.

Objectives: The students will:

1. Explore three jobs of their choice based on previously completed interest inventories.
2. In preparation for job exploration, review general "career clusters" that are common to vocational sources.
3. Be introduced to and have the opportunity to use a variety of vocational information sources for job exploration.
4. Complete a minimum of three exploration work sheets on job titles of their choice, with 80 percent accuracy.

Outline:

1. Begin by returning each student's previously completed "Your Interests and Work" activity sheet completed in conjunction with the "IDEAS" interest inventory. Ask them to note their "first choice" jobs under the three job interest areas that had been defined through the interest inventory.
2. At this point, review the career-cluster areas of:

    I. Realistic

    A. Mechanical/fixture

    B. Nature/outdoors

    C. Electronics

    II. Investigative

    A. Science

    B. Numbers

    III. Artistic

    A. Writing

    B. Arts/crafts

    IV. Social

    A. Social service

    B. Medical service

    C. Child care

V. Enterprising

A. Business

B. Sales

VI. Conventional

A. Office practices

B. Food service

Ask the students to recall the six occupational or career-clusters given on the "IDEAS" Interest Inventory and related sub-areas. Compile a list on the chalk board and explain that a number of job exploration materials are categorized according to these occupational clusters.

3. Introduce the following career exploration materials to the students:

   A. Occupational Outlook Handbook (OOH)

   B. Dictionary of Occupational Titles (DOT)

   C. The Occupational Exploration Kit (Published by SRA)

   D. Vocational Exploration Adapted Materials (Developed by Thresholds, see **Correlated-Individualized Activity 8a.**)

   E. Career Exploration Booklets (by Mary Malinsky)

   Review each of the information packets about these sources, being certain that all students understand how to use them.

4. Ask the students to complete three Occupational Exploration Worksheets using the various sources of vocational information.

Correlated-Individualized Activity 8a.

Objective: To introduce academically lower-functioning students to a broad base of appropriate work areas.

Explanation: Two major sources of job exploration information are available for students who have poor academic skills. These materials are appropriate for those students who have mathematics, reading, and writing skills below the sixth grade level and those students who have severe learning disabilities that inhibit specific perceptual abilities. The exploration sources include:

1. Career Exploration Booklets
   by Mary Malinsky

   Development of these materials was funded by a mini-grant for Joliet Township High Schools, District 204 and adapted for school district U-46, Elgin, Illinois by David Gaub, Project Director. There are 16 "Information Booklets" on specific jobs and correlated "Evaluation Booklets." A teacher's manual is also available.

2. Vocational Exploration Adapted Materials
   developed by Thresholds

   This kit of job information provides a text of each job title, related worksheets, and an audio cassette of all materials. It is highly suited to the severely learning disabled students who read at first, second, or third grade levels. If there are students with learning disabilities in your class, make an audio cassette tape of **The Career Exploration Booklets** (by Mary Malinsky) for them to use. Students may use the tapes without the texts if reading levels are exceptionally low.

Dictionary of Occupational Titles

The Dictionary of Occupational Titles (D.O.T.) is a handbook which gives occupational information for purposes of job placement and career guidance. Job or occupational titles are listed in three ways:

1. Occupational group arrangement (pp. 15-946)
2. Occupational titles arranged by industry designation (pp. 1157-1361)
3. Alphabetical index (pp. 965-1156)

The basic purpose and use of each of the three ways of listing information about occupational titles is given below:

Use . . .	If you . . .
THE OCCUPATIONAL GROUP ARRANGEMENT	Have sufficient information about the job tasks. Want to know about other closely-related occupations. Want to be sure you have chosen the most appropriate classification using the other arrangements.
OCCUPATIONAL TITLES ARRANGED BY INDUSTRY DESIGNATION	Know only the industry in which the job is located. Want to know about other jobs in an industry. Have a client who wants to work in a specific industry.
THE ALPHABETICAL INDEX OF OCCUPATIONAL TITLES	Know only the occupational title and cannot obtain better information.

Each DOT definition that you look up will have an "Occupational Code" assigned to it such as 652.382-010. When broken down, this number identifies broad job categories, worker functions (how the worker relates to data, people, or things), and alphabetical order of titles within code groups. If you wish to learn more about the numbering system, see pages xvi - xii of the DOT. DOT code numbers are often used in other job source information such as the O.O.H.

NAME: _____

OCCUPATIONAL EXPLORATION SHEET

1. Job Title: _____

   Job Interest Area: (Please underline)

   a. Realistic: Mechanical/Fixture, Electronics, Nature/Outdoors
   b. Investigative: Science, Numbers
   c. Artistic: Writing, Arts/Crafts
   d. Social: Social Service, Medical Service, Child Care
   e. Enterprising: Business, Sales
   f. Conventional: Office Practices, Food Service

2. Years of Education/Training Required:

   12 or less____, 2 years college____, College Degree____,

   Graduate work_____, Apprenticeship_____,

   On-the-job training_____

3. What special aptitudes (talents or abilities) are needed for this job?

   _____

   _____

4. Should you have any particular personality traits to do this job well? Do you think your "personality type" fits this job? Why or why not?_____

   _____

   _____

5. Will any of your values conflict with the requirements of this job or are your values particularly well-suited for this job? Explain.

   _____

   _____

6. Give three steps you might take to make a start in this occupational field.

   a. _____

   b. _____

   c. _____

7. What about this job is particularly appealing to you?

   _____

   _____

8. What kind of salary can you expect to earn as a new, inexperienced employee? (high, average, low)

   _____.

9. How will you be paid on this job? Hourly wage_____or

   Salary (You earn a certain amount each year.) _____.

10. Do you feel this occupational field will continue to have job openings in the future? Why or why not?

    _____

    _____

OCCUPATIONAL OUTLOOK HANDBOOK — (OOH)

This book, which can be found in the resource section of the public library, gives valuable information about jobs. It will tell you what certain jobs are like, education and training requirements, advancement possibilities, earnings, job outlook, and DOT code numbers. This handbook provides detailed information about approximately 250 occupations.

To find information you can look in either the table of contents or alphabetical index (page 471). The table of contents lists jobs by clusters of related jobs. By matching your interests to the following occupational clusters you will be able to locate jobs that are of interest to you.

Occupational Clusters:

- Administrative and managerial occupations
- Engineers, surveyors, and architects
- Natural scientists and mathematicians
- Social scientists, social workers, religious workers, and lawyers
- Teachers, librarians, and counselors
- Health diagnosing and treating practitioners
- Registered nurses, pharmacists, dietitians, therapists, and physician assistants
- Health technologists and technicians
- Writers, artists, and entertainers
- Technologists and technicians, except health
- Marketing and sales occupations
- Administrative support occupations, including clerical
- Service occupations
- Agricultural and forestry occupations
- Mechanics and repairers
- Construction and extractive occupations
- Production occupations
- Transportations and material moving occupations
- Helpers, handlers, equipment cleaners, and laborers
- Military occupations

Other resources available within this book include sections on how to find more related information on certain jobs, the outlook for jobs in the future, and a D.O.T. index of the jobs listed in the O.O.H.

A

371 Account Executives, Advertising
61 Accountants
387 Accountants, Certified Public
62 Actors and Actresses
251 Actuaries
339 Administrative Managers
235 Administrators, Hospital
371 Advertising Account Executives
361 Advertising Copywriters
63 Advertising Workers
201 Aerospace Engineers
81 Aerospace Industries Manufacturing Workers
381 Aerospace Technicians
169 Agents, Real Estate
202 Agricultural Engineers
253 Air-Conditioning Engineers
191 Air-Conditioning Technicians
345 Air-Traffic Controllers
151 Aircraft Mechanics
266 Airline Dispatchers
31 Airline Pilots
120 Airline Stewards and Stewardesses
298 Airline Traffic Agents and Clerks
271 Airport Managers
297 Alarm System Workers, Guards, Watchmen and
121 Aluminum Industry Workers
392 Analysts, Operations Research
357 Analysts, Systems
241 Anesthetists
369 Animal Care Workers
280 Announcers, Radio and Television
197 Anthropologists
336 Apartment House Janitors
364 Appraisers, Real Estate
212 Archaeologists
64 Architects
187 Architects, Landscape
161 Armed Forces
65 Artists, Commercial
291 Arts, Fine
307 Asbestos and Insulating Workers

(A. continued)

314 Assemblers in the Electronics Industry
213 Astronomers
36 Athletes, Professional
242 Athletic Coaches
315 Atomic Energy Technicians (Nuclear Technicians)
122 Automatic Vending Routemen
82 Automobile Manufacturing Workers
111 Automobile Salespersons
301 Automotive Body Repairmen
85 Automotive Mechanics

B.

21 Bakers
374 Ballroom Dance Teachers
46 Bank Officers
11 Bank Workers
162 Barbers
112 Beauty Operators
131 Biochemists
127 Blacksmiths
316 Boilermakers
355 Book Editors
56 Bookbinders
16 Bookkeeping Machine Operators
113 Bookshop and Bookstore Salesclerks
294 Botanists
58 Bowling Machine Mechanics
348 Brakemen, Railroad
22 Bricklayers
302 Broadcast Technicians
231 Building Contractors
101 Building Service Workers
230 Bus Drivers, Local
57 Bus Drivers, Long-Distance Truck
393 Business Agents, Union
192 Butchers
284 Buyers, Retail

OCCUPATIONAL OUTLOOK HANDBOOK — (OOH)

This book, which can be found in the resource section of the public library, gives valuable information about jobs. It will tell you what certain jobs are like, education and training requirements, advancement possibilities, earnings, job outlook, and DOT code numbers. This handbook provides detailed information about approximately 250 occupations.

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- Teachers, librarians, and counselors
- Health diagnosing and treating practitioners
- Registered nurses, pharmacists, dietitians, therapists, and physician assistants
- Health technologists and technicians
- Writers, artists, and entertainers
- Technologists and technicians, except health
- Marketing and sales occupations
- Administrative support occupations, including clerical
- Service occupations
- Agricultural and forestry occupations
- Mechanics and repairers
- Construction and extractive occupations
- Production occupations
- Transportations and material moving occupations
- Helpers, handlers, equipment cleaners, and laborers
- Military occupations

Other resources available within this book include sections on how to find more related information on certain jobs, the outlook for jobs in the future, and a D.O.T. index of the jobs listed in the O.O.H.

Topic 9: Learning how to get along with co-workers, using interpersonal relationship skills.

Objectives: The students will:

1. Gain an understanding of appropriate co-worker relationships, learning acceptable discussion topics for on-the-job social interactions.
2. Learn the importance of having friendships with co-workers, understanding how to relate to friends while working.
3. Acquire strategies to solve difficult co-worker interactions, including: taking the other's point-of-view and stepping back to assess one's personal issues and behaviors.
4. Be able to identify, with 80 percent accuracy, when given three choices, the best way to resolve difficult situations between co-workers.

Outline:

1. Begin the session by asking the students to explain why it is important to have good relationships with their co-workers. Encourage them to discuss how co-worker relationships affect job performance.
2. After this brief introduction to the topic, show the filmstrip, "You and Your Co-Workers" from the Job Survival Skills filmstrip series (produced by the Singer Company).
3. Because the filmstrip introduces a number of "typical" co-workers that are best to avoid because of their poor personality traits and work habits, ask the students to recall personal work experiences where they were faced with similar people.
4. Help the students focus on their own personality traits that affect job performance. Ask each of them to offer an example of how one of their personality traits has affected their relationship with a co-worker or affected their quality of work on the job. Allow other members to offer suggestions to help them with any problem area.
5. In addition, discuss what part friendship should play in on-the-job relationships and the different levels of friendships that can exist between people who work together. Help them understand appropriate ways to speak and act with friends at work.

6. Give each student a "Getting Along With Your Co-Workers" worksheet, asking them to read and respond to each work situation independently. If there are concerns about all students being able to read each part, read it aloud as they read to themselves and mark their answers. After they have completed this activity, go over each situation and have the students tell their answers and reasons for choosing them. Use each situation as topic for discussion. See Correlated-Individualized Activity 9a. for assistance for poor readers.

7. Show the filmstrip, "From Which Point of View" from the Job Survival Skills filmstrip series (produced by the Singer Company). Introduce this filmstrip by saying that it will explain one method that employees can use to help them understand interactions between co-workers.

8. Discussion following the filmstrip should focus on the idea that each individual has unique needs, roles, and attitudes that cause him/her to behave in certain ways when confronted with interactions between co-workers. It is most important to try to take the other's point-of-view before acting. Considering another person's needs, roles, or attitudes will help define the best way to respond to a difficult co-worker. Offer specific situations to stimulate conversation.

9. A second method to solve difficult situations between co-workers is to consider one's own issues that may be involved. Ask the students to "step back" and consider what personal needs of their own might cause difficulties. Because it is hard to look at one's own problems, offer an example such as: "Janet feels frightened when around groups of busy people. How will this affect the way she interacts with her co-workers?" Encourage participation in this conversation by pointing out that each member of the pre-vocational class has come to Thresholds to work on personal issues. Help students talk about those issues and how they may relate to co-worker interactions.

Correlated-Individualized Activity 9a.

Objective: To help the lower-reading level students successfully complete the "Getting Along With Your Co-Workers" worksheet.

Explanation: Help students complete this form by working with poor readers in a group separate from the entire class. Read each section out loud as the students read along. Once they have completed the worksheet, have them return to the group for discussion. A tape of this worksheet should be made available for a single student in the class who may need it and be comfortable using it.

GETTING ALONG WITH YOUR CO-WORKERS

Pick the best response by circling a, b, or c:

1. You are feeling very happy. Someone at work is jealous and tries to put you down by reminding you of things he knows can hurt your feelings. How do you handle this?

   A. Tell him to leave you alone and never speak to him again.

   B. Try to understand why your co-worker is jealous of you, ignore the negative comments, and go about your work without over-reacting to the situation.

   C. Remind your co-worker of something that will make him feel bad also.

2. You and your **best** friend work as a team in the kitchen. She is a very outgoing and popular person whom everyone likes. Whenever anything goes wrong your boss just seems to think it's your fault. However, you know that this is not the case and that your friend makes many errors which you can't cover up for, even though you try. What should you do?

   A. Secretly speak to your boss about the situation, asking her to observe more carefully.

   B. Don't say anything to either your boss or friend but work even harder to cover up your friend's mistakes.

   C. Offer to help your friend learn how to do the work correctly, explaining that you don't want the boss to be angry at either of you. If your friend can't do any better, be sure she knows that you won't cover up for her any longer and that you will continue to do your work correctly.

3. A good friend and co-worker is taking unscheduled breaks. How would you react to this?

   A. Tell your boss that your work is being disrupted because of your friend's breaks.

   B. Ignore it.

   C. Ask your friend what's going on and suggest some way to help him.

4. A new worker has accused you of taking his tools. You said it wasn't true over and over but he keeps bothering you. He even pushed you angrily the last time he talked to you. You just walked away. You have heard that your boss is upset about this problem. Now what should you do?

   A. Make an appointment with your boss to discuss the problem.

   B. Stay away from the new worker and hope it all blows over.

   C. Wait for the new person after work and settle the issue once and for all.

5. You work as a waiter with two other people. When it's not busy, you and Tom clean tables or fill the salt and pepper shakers. Julio often comes around to talk with you and that leaves Tom without any help. Your boss expects you to help him. What should you tell Julio?

   A. Walk away whenever Julio comes around and start helping Tom.

   B. Let Tom know that you will try to help him as much as possible but that you don't want to hurt Julio's feelings.

   C. Tell Julio you're busy but that you'd be happy to have lunch with him the next day.

6. You feel very hurt because your friend has had lunch with the new worker twice this week and has not included you once.

   A. When you see them at lunch, walk over to them and sit down.

   B. Give some thought as to why you feel so hurt and ask your friend and the new worker to join you for lunch one day.

   C. Try to get your friend aside after work and see why she's ignoring you.

Topic 10: Taking the correct steps when seeking a job.

Objectives: The students will:

1. Become familiar with basic job seeking skills.
2. Learn a variety of potential job sources.
3. Be able to identify vocational tasks related to specific work areas.
4. Write a résumé using action words that define their work skills.
5. Learn the format of a cover letter, and the basic information included in it.
6. Discuss their personal and work histories, gaining an understanding of the potential negative response of future employers to their mental illness, past hospitalizations, or involvement with a psychiatric rehabilitation center.
7. Compile personal information on an information sheet that may be used when filling out applications.
8. Demonstrate the correct methods to use when filling out an application, including neatness, thoroughness, and awareness of work history time gaps, by filling out an up-to-date job application.

Outline:

1. Introduce the job seeking topic by showing the filmstrip, "Job Seeking Skills" part of the "Job Survival Skills" series.
2. Hold a general discussion on the content of this filmstrip. Explain how this unit of study will emphasize the relationship between an individual's specific abilities and the job search.
3. Give each student a copy of **Sources of Job Opportunities,** reviewing the different places where they might learn about job openings. Encourage a discussion about the students' past job searching experiences.
4. Continue this discussion by asking the students to name some of the jobs they have held. Following this, ask them to explain the tasks they did on the job. Point out that they often use verbs or action words to explain their tasks. Supply them with the **Action Words that State Your Skills** information sheet pointing out the job titles and the verbs listed underneath each job title.
5. Supply each student with a copy of the sample cover letter, résumé, and résumé worksheet. Have them point out all the action words in the cover letter and résumé.

6. In addition to pointing out verbs, take time to discuss the purpose of each paragraph of the cover letter: the first stating their purpose, the second giving their experience, and the third explaining where they can be reached.

7. Using the action word list and example résumé, request that the students fill out the blank résumé form.

8. Before having the students do the **Personal and Work Histories that Affect Job Hunting** activity sheet, begin a discussion about time-gaps on their sample résumés. Focus on whether or not time-gaps are important to a possible future employer. Ask them what "time-gaps" or "blanks" might mean to an employer. Lead the conversation toward recognition of hospitalization and mental illness as a handicap when job hunting, making them aware of the potential discrimination they may face when searching for a job.

9. Have each student complete the **Personal and Work History** activity sheet independently. Discuss their responses and show the filmstrip "Applications" from the "Job Survival Skills" series for additional insight.

10. Before asking the students to fill out the **Personal Information Sheet and Application Form**, have them review the good and bad examples of a completed application. They should be able to point out discrepancies, time-gaps, sloppiness, and improper references. The teacher should always give the employer's point-of-view or reaction to inappropriate applications during this activity. Focusing on mental health problems and how to deal with them on the application should continue during this activity. Suggest methods for de-emphasizing hospitalizations or times when students were unable to work due to mental illness. These may include saying that they had spent time gaining additional training, participated in a vocational rehabilitative services program, or were needed at home due to a family illness. Whatever the individualized method, be prepared to talk about the students' feelings about this serious, emotional topic.

11. Finish this unit of study by having each student fill out a blank application form correctly. Help them consider their own personal histories and the best way to present themselves on the application. Be sure they understand that they will be either granted or denied an interview based on their applications.

Sources of Job Opportunities

A. **The Chicago Public Library**, 425 N. Michigan, Chicago, Illinois 11th Floor Business Library. Many career oriented directories such as **The Dictionary of Occupational Titles** (DOT) and the **Occupational Outlook Handbook** (OOH) are available. Ask the librarian to help you find career information. The General Library information phone number is 269-2900.

B. **Friends and Family**:
Ask people you know if they are aware of any job openings that are realistic for you. Be sure to be somewhat open about what you are looking for and about your skills and job needs.

C. **The Yellow Pages** of the Telephone Directory:
- Go to the index at the back. Find the industries of interest to you.
- Turn to the main part of the directory to find the industries you have chosen and you will find the names of companies that offer employment in your selected career and job interest areas.
- Contact the personnel offices of the businesses you have chosen, and ask about employment requirements and job openings.

D. **Private Employment Agencies**:
See the yellow pages. If you go, take a good résumé and be sure that you will **not** be charged a fee. The company that hires you should pay the employment agency for their service – not you!

E. **Local Newspapers**:
Check out the want ads:
1. The Chicago Tribune
2. The Reader
3. The Lerner Neighborhood papers

F. **Public Offices**:
1. State of Illinois Job Service
   a. Professional, clerical, and sales
      33 East Congress Parkway 793-4900

   b. Day Labor Central Office
      135 North Jefferson 332-1278

c. Hotel Restaurant and Service
620 West Jackson Boulevard 793-2135

d. Neighborhood Job Service Offices
(1) 4850 W. Belmont Avenue 736-9579
(2) 1514 W. Division 489-6262
(3) 4809 N. Ravenswood 334-3605
(4) 1751 W. 47th Street 254-2769

2. City Of Chicago Personnel Department
*Recorded Message Job Testings
121 N. LaSalle 372-9244

*Available positions are posted in the lobby of the 11th floor at City Hall, 121 N. LaSalle

3. Cook County
118 N. Clark, 8th Floor
Personnel Department
Information and inquiries 443-6598

G. Look in Your Neighborhood

- Are there any stores near your home that have "Help Wanted" signs in the windows?
- Is there a store or business nearby that is interesting to you? If so, ask about job openings.

2122 Chestnut Street
Chicago, Illinois 60600
January 5, 1990

Dear Sir or Madam:

I would like to apply for the childcare worker position that you advertised in the Chicago Tribune.

I am a recent high school graduate and have worked part-time for the last two years in an after-school, elementary day care program. After working for a year, I was given the responsibility of planning and teaching art activities each day for a group of 15 children. I enjoyed this position very much.

My résumé is enclosed for your information. If my qualifications meet your needs, please contact me at (312) 555-2432. Thank you for your consideration.

Sincerely,

Janet Jobseeker

Enc.

JANET JOBSEEKER
2122 Chestnut Street
Chicago, Illinois 60600

OBJECTIVE: A full-time position in a daycare center in the northwest Chicago area.

EDUCATION: Lakeview High School, 1989, Diploma

Truman College, July, 1989; completed a Child Development course, earning 3 credit hours.

EXPERIENCE:

1987 to present — ABC Day Care Center, Chicago, Illinois. Worked in the after-school program assisting the teacher with general activities. Planned and taught art lessons for a group of 15 children.

1986–1987 — Childrens Memorial Hospital, Chicago, Illinois. Volunteered in Saturday special activity program with pre-school-aged children.

REFERENCES:

Mrs. Rose Johnson, Director
ABC Day Care Center
Chicago, Illinois
742–1256

Mr. James Davis, Counselor
Lakeview High School
764–9000

Reverend John Sandstrom
First Methodist Church of Ravenswood
Chicago, Illinois
342–6800

ACTION WORDS THAT STATE YOUR SKILLS

Fastfood or Kitchen Work:

cleaned
served
set tables
prepared
cooked
cut
waited on tables
mixed
fried
wrapped
scheduled
purchased
operated dish washer
stocked refrigerator

Sales:

operated cash register
helped customers
took orders
sorted stock
wrote receipts
greeted customers
priced stock
sold
arranged

Plant or Factory Work:

assembled, put together
packed, unpacked
packaged
handled
operated
produced set-up
sorted
made
checked

Work In and Around Home:

cleaned
washed
managed children
prepared or planned meals
cared for garden or lawn
ironed
cooked
shopped

Office Work:

filed
collated
typed
answered phones
greeted people
delivered mail
wrote
used office machines
copied
added

Construction Work:

nailed
put together
carried
prepared
did roofing
painted
assisted carpenters
helped electrician
cleaned up
finished
built, constructed
installed
made
replaced
operated

ACTION WORDS THAT STATE YOUR SKILLS (Cont'd)

Stock or Warehouse Work:
took inventory
opened boxes
stocked shelves
answered customers' questions
packaged products
organized
moved
operated
set-up
arranged
priced stock

Maintenance Work:
shampooed
cleaned
dusted
organized
vacuumed
used heavy cleaning machines
washed
ran machines
operated

Childcare Work:
supervised
taught
played
cared for
organized
helped
assisted
guided
instructed
led

Other Useful Words:
trained or taught
conducted
was promoted
achieved
applied
changed
collected
earned
planned
won
volunteered

Personal and Work Histories that Affect Job Hunting

Read the paragraph below and answer the questions that follow:

Tom is 21 years old and lives in a sheltered care apartment house which he was assisted in finding by a social service agency. He felt many social and academic pressures while in high school, but did manage to graduate in June, 1987. He sold clothes in a men's store for two years from August, 1987 through August, 1989 when he had a nervous breakdown. He had often felt stressed at work. Tom was in the hospital for seven months and then moved into his new apartment. He is now applying for a part-time sales job in a busy hardware store.

What part of Tom's job history will look good to a future employer when listed on a job application?

1. _____

2. _____

What will be his major problem area when he fills out an application?

3. _____

ANSWER KEY:

1. (Graduated from high school.)
2. (Two years work experience selling clothes.)
3. (He was hospitalized for several months.)

INFORMATION LIST

Name _____

Address _____

_____

Telephone _____

Social Security Number _____

Spouse's Social Security Number _____

EDUCATION

Grammar School _____

High School _____

Trade or Business School _____

Special Skills _____

_____

PREVIOUS JOBS (List latest job first.)

1. _____

   from _____ to _____

2. _____

   from _____ to _____

3. _____

   from _____ to _____

RÉSUMÉ (FORMAT)

Name:
Address:
Phone:

OBJECTIVE: _____

EDUCATION: _____

EXPERIENCE: _____

REFERENCES: (List people you have known for at least one year.)

1. Name: _____ Title: _____
   Business: _____ Address: _____
   Phone: _____

2. Name: _____ Title: _____
   Business: _____ Address: _____
   Phone: _____

3. Name: _____ Title: _____
   Business: _____ Address: _____
   Phone: _____

THE WRONG WAY TO FILL OUT A JOB APPLICATION

Application for Employment

Name (please print) Janet Jones — Date February 24, 89
(Last, First, Middle)

Address 4003 W. 6th
(No., Street)

City Chicago State Zip Code Telephone No. 880-4111

Sex: Male (Female) Birthdate 5/22 19 1965

Social Security No. 231-68-6944

Educational History

	Name of school	Years attended from	to	Last grade completed
High School	Desplaines High School		1987	Senior
College				
Other Training	Thresholds		1988-1989	

Work Experience

Name and Address of Employer	Kind of Work	Dates	Reason for leaving
Desplaines Parks grounds		1988	summer over
Burger King	→ cooking	9/1987-6/88	Fired for being late
K-Mart	Inventory	4/87-7/87	
Ritze's cooking		11/86-2/87	

Personal References

Name	Address	Occupation
James Jones	4003 W. 6th	Driver
Mrs. Smith		teacher

Signature of Applicant Janet Jones

This firm does not discriminate in hiring or employment on the basis of race, color, religion, national origin, sex, ancestry, age or physical handicap. No question on this application is intended to secure information to be used for any discrimination.

THE CORRECT WAY TO FILL OUT A JOB APPLICATION

Application for Employment

Name (please print) Jones (Last) Janet (First) Ann (Middle) Date February 24, 1989

Address 4003 West 6th Street (No. Street)

City Chicago State Illinois Zip Code 60626 Telephone No. 880-4111

Sex: Male (Female) Birthdate May 22 1965

Social Security No. 331-68-6944

Educational History

	Name of school	Years attended from	to	Last grade completed
High School	Desplaines High School	1983	1987	senior (4)
College				
Other Training	The Thresholds	9/88	2/89	

Work Experience

Name and Address of Employer	Kind of Work	Dates	Reason for leaving
Desplaines Park District	Grounds	6/88 - 8/88	returned to school, summer job only
Burger King	Cooking	9/87 - 6/88	took a new job
K-Mart	Inventory	4/87 - 7/87	left for job training
Ritze's	Cooking	11/86 - 2/87	

Personal References

Name	Address	Occupation
Mrs. Smith	400 18th Street Desplaines High School	Teacher, 782-6000
Rev. James Johnson	1st Street Baptist Church Desplaines, Illinois	Minister, 782-2414

Signature of Applicant Janet Ann Jones

This firm does not discriminate in hiring or employment on the basis of race, color, religion, national origin, sex, ancestry, age or physical handicap. No question on this application is intended to secure information to be used for any discrimination.

TRY FILLING OUT THIS PRACTICE APPLICATION

Application for Employment

Date _____

Name (please print) _____
Last First Middle

Address _____
No. Street

City State Zip Code Telephone No.

Sex: Male Female Birthdate 19

Social Security No. _____

Educational History

	Name of school	Years attended from	to	Last grade completed
High School				
College				
Other Training				

Work Experience

Name and Address of Employer	Kind of Work	Dates	Reason for leaving

Personal References

Name	Address	Occupation

Signature of Applicant _____

This firm does not discriminate in hiring or employment on the basis of race, color, religion, national origin, sex, ancestry, age or physical handicap. No question on this application is intended to secure information to be used for any discrimination.

Topic 11: Knowing what to do on a job interview.

Objectives: The students will:

1. Gain an understanding of interviewing procedures.
2. Learn how to prepare for an interview.
3. Become aware of and practice responses to important questions that the interviewer is likely to ask.
4. Learn what questions are appropriate to ask the employer.
5. Critique themselves and others successfully as they participate in role playing of an interview, judging communication skills, appearance, job attitudes, manners, and personality characteristics or maturity.
6. Successfully participate in a video-taped, mock interview, accepting feedback from class members and teachers.

Outline:

1. Introduce this topic by showing the class the "Interviewing" filmstrip from the "Job Survival Skills" series. Review the main points and encourage the students to discuss their past interviewing experiences.
2. As the discussion proceeds, emphasize the significance of preparing for an interview. As the students offer points of preparation, list them on the chalkboard. Major points should include:
    A. being well groomed;
    B. knowing location of interview and means of transportation ahead of time;
    C. reviewing job description, thinking about how it applies to past work history;
    D. gathering together items that may be needed at the interview such as pen, drivers license, social security card, application, or résumé;
    E. anticipating potential questions and responses.
3. Ask the students to offer some questions that they feel might come up on an interview. Supplement this discussion by presenting the "**Questions You Can Expect on an Interview**" sheet, pointing out the starred questions. The students should be encouraged to consider the interviewer's purpose in asking these questions and realize that he or she will decide whether or not to hire them based on their responses.

4. Present the "**How Not to Act on an Interview**" video tape from the Connections School and Work Transitions series. First, have the students explain what errors they felt were made by the applicant. Continue this discussion by giving each student an "**Interview Critique Sheet**" and go over each of the five major areas of evaluation.
5. Before beginning a practice interview, make certain that each student's application is in order. Every student needs to have an idea of how to respond to difficult questions concerning his or her personal history. The interviewer should use the application as a basis of questioning during the mock interview.
6. Each student should complete a practice interview. The teacher is to role-play the employer and make a point of asking those questions that were "starred" on the "**Questions You Can Expect on an Interview**" sheet. It is appropriate to call a "time-out" in the middle of the practice interview to help a student formulate appropriate responses to difficult questions. Input from other class members is especially useful during this activity and students should use an "**Interview Critique Sheet**" to help them structure their comments.
7. Once all students have completed a practice interview, taped interviews should begin. These interviews are to be treated as a "real" situation and no coaching should be offered. Feedback to the job applicant is especially useful if presented twice. First, immediately following the interview and second, after reviewing the video tape. Again, the students who are observing should use an "**Interview Critique Sheet.**"
8. Offer a great deal of praise and congratulations to the students when they have completed their interviews. It is the most difficult task of the course and one for which they will deserve recognition.

NAME:_____

Questions You Can Expect On An Interview

Notice the questions that are starred. These are asked the most often.

1. How many jobs have you had?
2. What was the longest period that you held a job?
3. What was your favorite job?
4. How long did you keep this job?
5. What did you like about this job?*
6. Why did you leave this job?
7. What was your least favorite job?
8. What did you dislike about this job?*
9. What are your weaknesses?*
10. Why do you think you would like to work for our company?
11. What do you see as your main strengths?*
12. What do you hope to be doing five years from now?*
13. What type of past work experience have you had?
14. How do you feel you get along with other employees?*
15. Do you plan to continue your education?
16. How would you be traveling to work?
17. When would you be able to start work?
18. Describe your idea of an ideal supervisor.

NAME _____

Questions You Can Ask On An Interview

Possible questions to ask on the interview if the interviewer has **not** given you the information:

1. What are the hours and days I am expected to work?
2. What type of dress is appropriate for the position?
3. Will I be expected to work overtime? If yes, how much? How often?
4. What is the rate of pay?
5. What are the fringe benefits of this job?
6. What are the responsibilities of this job? Or, Could you explain my responsibilities in more detail?
7. What would be my most difficult job task?
8. Who will be my supervisor?
9. What do **you** like best about working for this company?
10. Would there be opportunities for moving into another job which would give me more experience?

INTERVIEW CRITIQUE SHEET

NAME: _____

Evaluated By: _____

Put a check by those things that the person does well. Write any other comments you have.

Communication during interview:

1. Ability to sell himself or herself is good.
2. Speaks clearly.
3. Answers questions thoughtfully, completely, and directly.
4. Speech is relaxed and organized, does not seem overly nervous.

Personal Appearance:

1. Clothes appear clean, neat, and appropriate.
2. Personal hygiene is good.

Attitudes reflected about job:

1. Attitudes about salary are reasonable and positive.
2. Presents a positive, serious attitude about working. (Does not seem indifferent.)
3. Reflects interest in the job itself, not acting "too" interested in the salary.

Manners and Mannerisms:

1. Arrives at interview on time.
2. Eye contact is good.
3. Shakes hands firmly.
4. Acts politely.
5. Does not smoke, eat, or chew gum during interview.

Personality/Maturity:

1. Is direct and straight forward; not too shy.
2. Responds to difficult questions without defensiveness.
3. Has a confident quality about self.

Topic 12: Understanding the supervisor's job role and learning ways to interact appropriately.

Objectives: The students will:

1. Gain an understanding of the supervisor's job role.
2. Learn ways to communicate properly with the supervisor.
3. Become aware of why they might feel defensive or angry when criticized.
4. Investigate their feelings of self-worth and reactions to authority figures.
5. Complete a quiz that reviews the supervisory topic, with 80 percent accuracy.

Outline:

1. Introduce the topic by showing the filmstrip, "You and Your Supervisor" from "The Job Survival Skills" series.
2. After reviewing the filmstrip, encourage the students to discuss the various points that were made, placing special emphasis on the following areas:
    A. The supervisor's general responsibilities to the company and to the employee.
    B. Work related communication at a friendly level, that is not too personal.
    C. The worker's responsibility to communicate hour changes, absences, lateness as far in advance as possible.
    D. The employee's responses to an inadequate boss and how to plan career changes if it becomes necessary to leave a position.
3. Place special emphasis on the supervisor's role requirement to "criticize" when a worker is not performing well. Define "criticism" through questioning, making certain that the students understand that their boss sees them as performing in a less than adequate manner.
4. Explore why it is often hard to accept criticism. Relate defensive or angry responses to feelings of low self-esteem. The students should also be asked to consider why "authority figures" often bring up uncomfortable emotional responses within us. Encourage the students to offer real-life situations for group discussion and help them understand why, when on the job, these negative feelings must be dealt with appropriately.

5. Continue the discussion through the "**Cooperating With Your Supervisor**" activity sheet. Have every student respond to at least one vocational situation.

6. Ask each student to complete the Topic 12 quiz, "**Cooperating With Your Supervisor: True or False?**" Review the answers during the class.

Cooperating With Your Supervisor

1. You are criticized for misfiling a letter in the mailroom. How do you respond?
2. You've been given a lengthy explanation of an assignment by your boss. You're very confused and don't understand the directions. Do you ask for help? How?
3. The supervisor from a different department than yours often asks you to type letters for her. Your own boss keeps you quite busy. What should you do?
4. Your boss said she didn't like the way you filled out your weekly inventory report, saying that it had better not happen again. You didn't see anything wrong with it and feel angry. What do you do?
5. Because you've been feeling depressed and a little disoriented, you aren't working as quickly as usual. Your supervisor has made an appointment to speak with you about your performance level. How will you respond to your angry boss?
6. Your usually easy-going boss has lost his temper several times in two days for reasons that seem insignificant to you. Should you ask him why he is angry about things that never really mattered in the past?
7. You like your boss. She is easy to work for and understanding. When you were late several times because of family problems, she saw that you were quite upset. She came to you and asked about your lateness and if she could help you in any way. Should you tell her your problems? What should you say since she needs and deserves an explanation for your lateness?
8. You are a 22 year old woman who is the company's first female electrician. Your boss is a 55 year old man who has made it known that he is unhappy about you joining the company. He often passes assignments to men saying that it's "too rough" for a woman. What should you do?
9. A co-worker asks you to get high with him on your break. You say okay. When you return, your boss speaks to you. He is aware of what you have been doing and asks you to explain your behavior. What should you say to him? Should you and your friend be suspended or fired?
10. Although your six-month evaluation was generally positive, you weren't given a raise. When you asked your boss about this, she said, "I really didn't think you deserved one," and walked away. Now what should you do?
11. All the workers on your crew at the factory are white, except you. You overhear your foreman, who is also white, making a comment about how he thinks that blacks can't handle quality control tasks. You know that your are never assigned to the quality control jobs on your crew, you just didn't know why until now. What should you do?

Cooperating With Your Supervisor

True or False

1. Your boss is only doing her job when she tells you what you are doing wrong._____
2. When your boss "criticizes" you, it means that he finds something wrong with your work._____
3. If you have a problem at home, you should never tell your boss, even if the problem causes you to miss work._____
4. You should always be friendly with your boss, speaking to him like a close friend._____
5. Your boss must keep track of your hours, rate of pay, completed work, means of transportation, and job attitude._____
6. If your boss says she does not like the way you do one part of your job, you might get angry because you have such a good self-concept._____
7. When criticized, you should be willing to listen to your boss and explain that you will try to do better in the future._____
8. It's okay to yell back at your boss as long as you say you're sorry later._____
9. If you know you must miss work for some reason, you should tell your boss as far in advance as possible._____
10. You might not like your boss because he or she sometimes says things to you that are not good, even though they may be true._____

ANSWER KEY

1. (T) 2. (T) 3. (F) 4. (F) 5. (T) 6. (F) 7. (T) 8. (F) 9. (T) 10. (T)

Topic 13: Recognizing the correct way to terminate a job and the underlying reasons that may influence the decision to leave a job.

Objectives: The students will:

1. Learn appropriate ways to terminate a job.
2. Recognize various reasons for leaving a job, including those that involve mental health.
3. Become aware that they may deny or have difficulty recognizing their real reasons for quitting a job.
4. Understand that people who have mental health problems may leave a job because they accept and incorporate failure and non-completion as a coping mechanism, finding it difficult to allow success.
5. Complete, with 80 percent accuracy, the **Terminating a Job** quiz.

Outline:

1. Begin this topic by asking the students to speak about their experiences of terminating employment, and lead them through a discussion that will define the correct way to leave a job. Include such points as giving adequate notice before leaving, discussing the problem with the supervisor to see if adjustments can be made, and finding a new job before giving notice to the current employer.
2. Continue the discussion by asking the students to name some of the various reasons people leave jobs. Write these on the chalkboard and include the following reasons on the list:

    A. Poor pay
    B. No future
    C. Bad working conditions
    D. Poor transportation arrangements
    E. Does not use your skills
    F. Physically too hard
    G. Is boring; too repetitive
    H. Too much overtime
    I. Job may end soon
    J. Is just not what you had expected
    K. Can't get along with the boss or co-workers
    L. Too stressful

3. Place special emphasis on points K and L. Suggest that it is these areas that are significant because they reflect mental health concerns and may be the underlying reasons for leaving a job.

4. Pursue the point that the real reasons for leaving a job may be denied or unrecognized because of an individual's emotional problems. Help the students discover why it is so important to understand the real reasons for leaving a job. With this understanding, repetition of the "quitting pattern" can be avoided and a strong work record can be established.

5. Being successful and not having a "vocational quitting pattern" is often harder than failing for the mentally ill young adult. Encourage the students to discuss why it is so hard to allow oneself to be successful: on-the-job success means even greater demands and responsibilities. Discuss their fears about these issues, asking those students that are comfortable with the topic to talk about personal situations.

6. Use the remainder of the class time to complete the **Terminating a Job** quiz. Read each question out loud as the students read them silently. Each student should then write his/her selected answers in the blanks provided. When they have finished, have them share their answers and discuss their reasons for choosing their responses to the questions.

Terminating a Job

Len has been working successfully at the grocery store for 2½ months. He becomes quite nervous when it's busy. He is constantly bagging groceries and carrying them to the cars. The customers also make him feel irritated often. He decides that he is going to quit, telling his co-workers and friends that he's just not earning enough money for such a hard job. On Saturday, when he is to report to work, he just stays home since he had received his last paycheck on Friday night.

Answer these questions. Place the letter of the answer you choose on the blank line.

_____ 1. Len tells his friends that he's not earning enough money for such a hard job. His reason for quitting
   a. is a good one and he deserves more money.
   b. is an excuse for another problem.
   c. reflects his good work attitudes.

_____ 2. The real reason Len is quitting his job is that
   a. his family expects him to earn more money.
   b. he doesn't like working on Saturdays.
   c. working in a busy place with many people makes him feel nervous and anxious.

_____ 3. Instead of quitting in the way he did, Len should have
   a. discussed his problem with his boss, giving him at least two week's notice before quitting if he decided to leave.
   b. told his boss he was quitting when he picked up his check on Friday.
   c. called Saturday morning and said he was quitting.

_____ 4. Will Len be able to get a recommendation from his boss in the future?
   a. Yes, because he worked successfully for 2 ½ months.
   b. Yes, because his boss liked him.
   c. No, because he quit without giving his boss notice.

_____ 5. The **best** reason for leaving a job in the right way is that
   a. You may be able to use that boss as a reference and that will affect the way a new boss will think about you in an interview.
   b. If you don't, you won't receive all of your pay.
   c. You might want to work at the past job a number of years from now.

ANSWER KEY:
1. (B) 2. (C) 3. (A) 4. (C) 5. (A)

Topic 14: Summarizing and evaluating the Young Adult Enhancing Employability Class.

Objectives: The students will:

1. Complete the **Pre-Vocational Pre and Post-Test**, with 80 percent accuracy.
2. Respond to 80 percent of the questions on the **Enhancing Employability Class Evaluation** sheet, sharing the responses with the group.
3. Receive certificates of completion and a notebook collection of their class assignments and materials.
4. Appropriately express their feelings about the termination of the group.

Outline:

1. At the beginning of class, ask each student to take the **Pre-Vocational Pre and Post-Test**. Explain that this test, which they also took during the first session of the course, will help the staff to know if they have done a good job of presenting the curriculum to the students. This approach will help reduce any test anxieties that the students might feel when asked to take a test.
2. Present the students with their notebooks. Hold up at least one certificate for them to see and explain that each of them has received a certificate which is in the front of their notebooks. Praise them for their involvement and hard work. Allow them time to look through their notebooks briefly to review their accomplishments.
3. Show the "Summarizing" filmstrip of the "Job Survival Skills" series. Discuss the vocational areas brought up in the filmstrip, asking the students which areas they felt were significant.
4. Continue this discussion by having the students complete the **Enhancing Employability Class Evaluation** and request that they share their responses with the group. Thank them for their input.
5. About 15 minutes before the end of the session, each teacher should speak to the students individually in the group and/or as a group. Staff should express their feelings about separating from the group and model an appropriate way to say goodbye.
6. Encourage each student to find an appropriate way to say goodbye to each other and the staff.

NAME_____

ENHANCING EMPLOYABILITY CLASS EVALUATION

Rate the following areas that were covered during the groups as:

1=**Not very** important to me.
2=Of **average importance** to me.
3=**Very important** and useful to me.

1. Being evaluated on the job.____
2. Understanding your self-concept.____
3. Becoming aware of personal values.____
4. Employability skills that keep you on the job.____
5. Personal interests and working.____
6. Making realistic job choices.____
7. Job exploration.____
8. Getting along with co-workers.____
9. Filling out applications.____
10. Résumés and cover letters.____
11. When to look for a job.____
12. Interviewing skills.____
13. Getting along with your boss.____
14. Leaving a job in the right way.____

Mark **True** (T) or **False** (F) after the following statements:

1. The information covered in this group seemed very related to the real world of work.____
2. I will use what I learned in this group in the future.____
3. It helped me to hear about other people's problems with working.____
4. We should have talked more about emotional problems that come up when working.____
5. I learned that I have some good job hunting and vocational skills while I was in this group.____
6. Talking about personal values and interests was useful to me.____
7. I feel more positive about working since I took this group.____
8. I'm glad we practiced filling out applications.____
9. I think it's a good idea that we had two group leaders, instead of one.____
10. We should have talked more about getting along with co-workers and the boss.____
11. I liked using the video equipment for practicing interviewing skills.____
12. This group helped me understand myself better.____
13. I feel more self-confident about working because of this group.____
14. I liked this group.____
15. This group should meet for a fewer number of weeks.____

If I could change or improve this group, I would

_____

_____

_____

_____

_____

_____

_____

REFERENCES

1. **The Self-Directed Search**. Holland, John L. (Palo Alto, CA: Consulting Psychologists Press, 1980).

2. **IDEAS: Interest Determination, Exploration, and Assessment System.** Johansson, Charles B. (Minneapolis, MN: National Computer Systems, 1980).

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